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ABSTRACT

Six university-based nonacademic programs to help academic Ph.D.s. make career changes are described. Included are comments of 15 Ph.D.s who prepared for college teaching careers but pursued other professions, as well as comments from mentors who assisted humanities/social science Ph.D.s to make career transitions. Nonacademic career efforts at 24 professional associations and other colleges are also summarized, and contact persons are identified. For the six programs that are featured, information includes: eligibility, average yearly enrollment, program duration, tuition or fees, and contact person. The philosophy, structure, and content of the programs are described by the program directors. The universities, program titles, and authors/program directors are as follows: New York University's Careers in Business Program (Ernest Kurnow); University of Virginia's Career Opportunities Institute (Clinton W. Kersey, Jr. and Susan Tyler Hitchcock); University of California at Los Angeles' Careers in Business for Ph.D.'s Program (Patricia O. Katsky); University of Pennsylvania's Alternative Careers Program (Patricia Rose and Mary Morris Heiberger), Harvard University's Introduction to Business Program for Ph.D.s (Jeremy Rusk), and Stanford University's Professional Opportunity Program (Edward Escobedo). (SW)

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Teaching & Beyond:

NONACADEMIC CAREER PROGRAMS FOR PH.D.'S

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THE REGENTS OF THE UNIVERSITY OF
THE STATE OF NEW YORK
TEACHING AND BEYOND PROJECT
ALBANY, NEW YORK 12230

Teaching and Beyond:

Nonacademic Career Programs for Ph.D.'s

Selected Descriptions and Comments

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October 1984

THE UNIVERSITY OF THE STATE OF NEW YORK

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PREFACE

This book represents a continuing effort by the New York State Education Department and Board of Regents to expand the impact of graduate education in the humanities and social sciences. Our 1977-79 Careers in Business Program led the way in demonstrating that skills and perspectives developed through doctoral programs in these fields can be applied to many important occupations outside the academic sector. Through this collection of essays and a national conference, part of the Teaching and Beyond Project, we are spreading information on other efforts which broaden career opportunities for Ph.D.'s.

Our interest in this topic is a product of the doctoral review programs begun in New York State in 1974. The purpose of this review, which continues today, is to ensure the academic quality of doctoral education in the State. But that is not enough. We must be concerned about the employability of those who earn Ph.D.'s as well as the rigor of their studies. Universities must be able to attract the best students to strong Ph.D. programs with sound expectations of satisfying service in teaching or other professions. This volume and the related activities of the Teaching and Beyond Project are testimony that universities can accomplish that objective.

President of The University
of the State of New York
and Commissioner of Education

October 1984

FOREWORD

Several years ago the creators of the New York Regents Careers in Business Program approached Time Inc. with an unusual idea. They sought to redirect humanities and social science Ph.D.'s from their traditional roles as university professors to very different careers in industry. A number of us in the company were enthusiastic about this experiment's prospects for success. We felt that it was one appropriate response to the contracting job market for college teachers. We believed as well that the academy's loss could be the business world's gain.

The comments by Alexander Hood on p. 27 outline Time Inc.'s involvement not only in the original Careers in Business Program at New York University, but also in similar efforts at three of the other universities represented in this book. Time Inc. contributed $75,000 to help launch these programs. Our sense of their worth is evident from the fact that we have hired eight of their graduates to date.

American business in general needs people who take the long view. It will rely increasingly on those who analyze the present based on an acquaintance with the past and a feel for the future, who consider the cost effective in light of the ethical, and who understand markets in the context of whole cultures. Liberally educated Ph.D.'s who are able to bring such vision to focus on the bottom line can lend a rare combination of agility and stamina to any organization. I commend them to my colleagues in the nonacademic world.

Andrew Heiskell

Andrew Heiskell
Chairman of the Board
The New York Public Library

Former Chairman of the Board
Time Incorporated

ACKNOWLEDGMENTS

The first people to be thanked here are the authors of the essays that follow. Without their willingness to write without pay, there would be no book. The book itself must serve as the only tangible reward for their generosity. They have our wholehearted gratitude as well.

Special thanks are due to the panel of readers who commented thoughtfully on the preliminary manuscript: Dorothy Blaney, Executive Assistant to the President and Vice President for Strategic Planning at Pace University; Robert Bock, former Dean of the Business School and Professor of Business at the University of Wisconsin-Madison; and Clarence Ver Steeg, Dean of the Graduate School at Northwestern University. The former Chairman of Time Inc., Andrew Heiskell, readily agreed to lend his credibility to the volume by writing the Foreword. His ready agreement was secured by Alexander Hood, Time's Real Estate Manager. Frederick Jackson, former Director of the Committee on Institutional Cooperation (CIC), and Roger Wyman, formerly of CIC and now Director of Foundation and Corporate Relations at the University of Miami, graciously granted permission to reprint the Bibliography from the CIC book, *Humanities Ph.D.'s and Nonacademic Careers*.

We are indebted to Ernest May, Charles Warren Professor of History at Harvard University and co-director with Dorothy Blaney of the original New York Regents Careers in Business Program. His Conclusion to this book is as sensible, forceful, and enthusiastic as has been his long-standing advocacy of Ph.D.'s in nonacademic careers.

The Exxon Education Foundation and The Pfizer Foundation, Inc. helped cover the publication costs. Exxon and Pfizer were part of a group of foundations and corporations that joined the National Endowment for the Humanities in supporting the Regents Careers in Business Program in 1978-79. Others were AT&T; Booz, Allen, and Hamilton; Chase Manhattan Bank; E.I. DuPont DeNemours & Company; Federated Department Stores; Ford Motor Company; General

Motors Corporation; The J. E. Baker Company; Maidenform; Metropolitan Life Insurance Company; The Prudential Insurance Company; The Rockefeller Foundation; Sun Chemical Corporation; Time Inc.; and Western Electric Company. This volume testifies to the feasibility of an idea they all committed to when it seemed odd as a Cabbage Patch Kid.

We acknowledge the valuable encouragement and advice of three colleagues in the New York State Education Department: Donald Nolan, Deputy Commissioner for Higher and Professional Education; Thomas Sheldon, Assistant Commissioner for the Professions; and John McGarraghy, former Director of the Division of Academic Program Review in the Department, who is now University Dean for Academic Affairs at The City University of New York.

Finally, we appreciate the efforts of Marion Peters and Joan Johnson who contributed significantly to the preparation of this volume.

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INTRODUCTION

He who can, does. He who cannot, teaches.

This book takes exception to George Bernard Shaw's cleverly nasty maxim. It provides an opportunity for 15 men and women who thought they were preparing for college teaching careers to explain how they have been able to do other things for a living. And it includes articles and comments from a variety of mentors who helped these and other humanities and social science Ph.D.'s make their career transitions — transitions which, thanks to the efforts of the pioneering Ph.D.'s and their mentors, need no longer be seen as so exceptional.

The New York State Board of Regents began the Careers in Business (CIB) Program in 1977 as a response to the dwindling academic job market for humanities Ph.D.'s and A.B.D.'s. With support from the National Endowment for the Humanities and several foundations and corporations, the program sought to demonstrate that abilities developed in humanities doctoral training, including close critical analysis and research and writing skills, are transferable to nonacademic careers. In the summer of 1978 and 1979 CIB participants were given an intensive six-week introduction to the concepts, language, and tools of business at New York University's Graduate School of Business Administration. The business coursework was complemented by assistance in career planning and job hunting.

Over 60 percent of the 94 students who completed the program obtained employment outside academe. A 1982 survey revealed that their average salary three to four years into their new careers was between $30,000 and $39,000. Nearly all these alumni were satisfied with their decisions to pursue nonacademic employment. New York University continued the Careers in Business Program after the demonstration years of 1978-79, and similar efforts were initiated by six other universities. More than 1,000 Ph.D.'s and A.B.D's have participated to date.

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No one knows precisely how many more unemployed, underemployed, and unhappily employed Ph.D.'s are currently searching for nonacademic positions. It is likely, however, that this cohort will grow considerably between now and the end of the century. The estimate of the overall demand for new college faculty during this period from the Carnegie Council on Policy Studies in Higher Education is chilling: "The labor market for faculty members has virtually collapsed in all but a few still active fields. At the peak of its activity, additions to the professoriate were being made at the rate of 20,000 and more per year. The current level of net additions is about zero and will remain at that level or below it for much of the rest of the century."[1] Although more cautious in estimating demand for new humanities faculty, the authors of *Humanities Ph.D.'s and Nonacademic Careers: A Guide for Faculty Advisers* can be no more encouraging: "Despite the difficulty in attempting to project such highly variable factors as enrollment patterns or the extent of faculty replacement demand, it is reasonable to assume that the demand for new faculty members in the humanities between 1983 and 1995 will be quite small."[2] Ernest May and Dorothy Blaney, co-directors of the original Careers in Business Program and co-authors of *Careers for Humanists*, project no more than a few hundred full-time career openings per year.[3]

All indications are that the supply of new humanities Ph.D.'s will continue to exceed by far the demand for college teachers. The steady drop in the number of humanities Ph.D.'s awarded annually since 1972-73 is noted in *Humanities Ph.D.'s and Nonacademic Careers*. Nonetheless, Roger Wyman, Nancy Risser, and the book's other contributing authors state that "even if the rate of decline accelerates sharply, it is reasonable to assume that somewhere between 15,000 and 25,000 new humanities Ph.D.'s will be awarded in the decade between 1980-81 and 1989-90."[4] This imbalance in scholarly supply and demand has already affected one generation of scholars, and some believe that it threatens the intellectual vitality of the nation. It is hoped that the experiences of the six university programs and their graduates represented here will suggest how other institutions and people, both on and off campuses, might help address the problem.

Harvard, NYU, Stanford, UCLA, the University of Pennsylvania, and the University of Virginia each has its own section in the book. The University of Texas sponsored a Careers in Business for Liberal Arts Ph.D.'s Program from 1979-82, but declined to submit articles for this volume. Program directors at the six participating schools have written articles outlining the philosophy, structure, and content of their programs. These descriptions are followed by comments from alumni, business school faculty who taught them, career placement officers who counseled them, and businesspeople who hired them or otherwise supported their attempts to obtain nonacademic jobs. All the programs except Stanford's have offered formal curricula in business subjects during intensive summer sessions. Stanford's Professional Opportunity Program, built around a set of career exploration workshops, serves as something of a counterpoint to the other five.

Although the business curricula and career development activities at the other five schools are quite similar to each other, there are differences in program organization and emphasis. At Virginia, where the Career Opportunities Institute is jointly sponsored by the Graduate School of Arts and Sciences, the Commerce School, and the Career Planning and Placement Office, stress is placed on preparing participants to chart their own paths to long-range career satisfaction. The remaining four programs are more avowedly dedicated to *placing* participants in industrial or other nonacademic positions. NYU's Careers in Business Program is run by the Graduate School of Business Administration and directed by the Chairman of the Doctoral Program in Business. The Alternative Careers Program at the University of Pennsylvania was initiated by an Associate Dean of Arts and Sciences who soliticed support of The Wharton School early on. The program is now administered by the University's Director of Career Planning and Placement. UCLA's Transitions program was housed in the Graduate School of Management after being planned by an array of university and community groups. Internships that immersed students in actual business environments were a unique aspect of this program. The Harvard Introduction to Business Program was run by the Graduate School of Arts and Sciences in cooperation with the Office of Career Services and Off-Campus Learning. Its faculty was composed of academics and businesspeople from a number of colleges and companies. NYU, Pennsylvania, and Virginia continue to run their curriculum-based programs. Harvard discontinued theirs for reasons discussed in the text, as did UCLA. Harvard has begun to adopt the career workshop series model as an outgrowth of its summer institute.

In the book's Conclusion, Ernest May of Harvard's Kennedy School of Government looks back over a movement he helped to start some ten years ago. The Appendix features summary descriptions of nonacademic career efforts at 24 professional associations and universities beyond the six in the text. The names, addresses, and phone numbers of contacts are provided for readers who might want to learn more about a given institution's activities. The Committee on Institutional Cooperation, an academic consortium of the Big Ten universities and the University of Chicago, graciously granted permission to reprint the Bibliography from its very useful 1983 faculty handbook cited above, *Humanities Ph.D.'s and Nonacademic Careers*. A few additional relevant publications are listed at the end of this Bibliography.

After years of emphasizing empirical validation of their interpretations of history, historians have begun to return to narrative, the forthright yet inherently subtle telling of the story of a person or event, to illuminate the past.[5] When we looked through the now considerable literature on career development for Ph.D.'s, we noticed that there was no book that told the stories of Ph.D.'s who had made successful transitions to the nonacademic world. This book allows a group of them to tell their stories in their own words. These stories are placed in the context of the perspectives of those who helped them along their more or less daunting ways, producing the effect, we hope, of a forum for the presentation of factual information and personal comment on the six university alternative career programs. The reader particularly interested, say, in one university's program, or in the involvement of college placement officers at several schools, might want to read only those articles pertaining to that interest. Any reader might choose to sample pieces from the six sections. The book is not intended to be a research study or a career change manual. It is rather a collection of anecdotal evidence that Ph.D.'s in the humanities and related social sciences can, with the right kind of assistance, find and hold satisfying jobs in nonacademic organizations that value their abilities. The stories also lend a human dimension to a problem that might otherwise be characterized exclusively in terms of departments, demographics, and dollars.

Yet a hard look at the facts and figures raises an unavoidable question: Why not handle the "overpopulation" of Ph.D.'s by shrinking the supply? That is, why not limit admissions so that the number of graduates in a given subject matches the number of college teaching jobs available in that subject? Although many humanities departments have cut back graduate admissions, many would assert their inability to predict accurately the demand for teachers in their subject areas seven to ten years from now, when today's new students will receive their degrees. The natural reluctance of departments to self-destruct by choking off their clientele also comes into play, of course.

There is a more interesting objection to this simple solution, however. We conducted an informal survey in 1984 of alumni from the six university programs described here who work in nonacademic jobs. While nearly 200 of the 293 respondents said that they felt greater satisfaction in their nonacademic careers than in their academic ones

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and would thus not return to academe even if a suitable position were offered them, 153 indicated that they would pursue graduate study in their fields if they had it to do over again. Some 160 said that they continued to be active in their disciplines. Moveover, 166 thought it sensible for someone with no interest in university teaching to pursue a humanities Ph.D. The majority of this group of Ph.D.'s working outside the classroom evidently believes that the production of Ph.D.'s ought not be tightly gauged to demand for teachers, since they now view doctoral education as more than vocational training for the teaching profession. Many humanists have been claiming just this for a long time. The humanists functioning as securities analyst, corporate planner, academic administrator, banker, and international marketing manager who appear in this book, and their colleagues, have the credentials to back up the claim.

The three active summer institute programs, at New York University, Pennsylvania, and Virginia, enrolled a total of 125 students this year. But applications fell off unexpectedly from previous years. Applications to NYU's Careers in Business Program, for instance, dropped from about 240 in 1983 to 120 in 1984. Ernest Kurnow speculates on some possible causes in his article. Whatever the reasons for this year's decline in applications to these business curriculum-based programs, nobody is retracting the predictions of the scarcity of humanities and social science teaching positions over the next 10-15 years. At the same time, beginning graduate enrollments increased from 1982 to 1983 by 2.5 percent in the humanities and .9 percent in the social sciences according to the Council of Graduate Schools. We have to assume that for the immediate future many if not most humanities and social science Ph.D.'s, both new degree recipients and those who have left a teaching post, will have to find nonacademic employment. The programmatic and personal models contained in this book should help to lead the way in that difficult process.

The statement with which this Introduction began might be rewritten in light of these models. Those Ph.D.'s who can get teaching jobs, and choose to teach, will teach. Those who cannot find desirable faculty positions, and those who choose not to teach for their own reasons, can do a variety of other significant and rewarding work. That's no longer an aphoristic dagger worthy of Shaw, but in 1984 it's still news.

Kevin P. Reilly
Sheila A. Murdick
Editors

Footnotes

[1] The Carnegie Council on Policy Studies in Higher Education, *Three Thousand Futures: The Next Twenty Years for Higher Education* (San Francisco: Jossey-Bass, 1980), pp. 80-81.

[2] Roger E. Wyman, Nancy A. Risser, et al., *Humanities Ph.D.'s and Nonacademic Careers: A Guide for Faculty Advisers* (Evanston, Illinois: The Committee on Institutional Cooperation, 1983), p. 9.

[3] Ernest R. May and Dorothy G. Blaney, *Careers for Humanists* (New York: Academic Press, 1981), p. 19.

[4] Wyman, p. 10.

[5] Karen J. Winkler, " 'Disillusioned' with Numbers and Counting, Historians Are Telling Stories Again," *The Chronicle of Higher Education*, 13 June 1984, pp. 5-6.

NEW YORK UNIVERSITY

Program Title: Careers in Business

Summary Description of Program: The program is designed to prepare humanities and related social science students for a career in business. Formal courses are offered to develop an understanding of business concepts and fundamental business skills, with emphasis on application. In addition to organized sessions on career guidance, informal informational meetings are arranged with business executives and program alumni. Job interviews are scheduled during the last week of the program.

Eligibility: Ph.D.'s and A.B.D.'s in the humanities and related social sciences

Number of Years in Existence: Seven years

Average Yearly Enrollment: 60

Length of Program: Six weeks of business curriculum
One week of interviewing

Tuition or Fees: $2,000 (including textbooks) in 1984

Housing: Dormitory space available—approximately $1,200 (room only)

Contact: Ernest Kurnow
Director, Careers in Business Program
New York University
Graduate School of Business Administration
100 Trinity Place
New York, NY 10006
(212) 285-6235

The New York University Careers in Business Program

Ernest Kurnow

Director
Careers in Business Program
and
Chairman, Doctoral Program
Graduate School of Business Administration

Introduction

It has been estimated that universities will be able to employ only one out of five Ph.D. recipients over the coming decade. Unless alternate career paths are provided for "surplus" Ph.D.'s, society will be wasting or underutilizing one of its most valuable resources. In response to this situation, the National Endowment for the Humanities financed a New York State Board of Regents project aimed at finding out whether Ph.D.'s trained to become college professors could be prepared for careers in business. The project was conceived by Dr. Dorothy Blaney, at that time Assistant Commissioner for Postsecondary Policy Analysis in the New York State Education Department, and Dr. Ernest May, then Chairman of Harvard's History Department. The Graduate School of Business Administration at New York University was selected to implement what is now known as the Careers in Business Program (CIB).

It was evident, after the first year of the program, that Ph.D.'s could be oriented quickly to the corporate world and at the same time receive a rigorous introduction to basic business skills. In addition, the program had an immediate impact on the business sector. Officers of major corporations were made more aware of the pool of talent available in humanities programs.

These results were not surprising. Today's managers, as a result of the ever increasing complexity of our society, require greater depth of overall knowledge, a more philosophic approach to problems, the capacity for speculative thought, and a historical perspective. Management these days focuses to a large extent on human relations, and therefore an excellent command of written and oral communication skills becomes paramount. In addition, the business community is increasingly concerned with ethical questions — a concern for the long-range welfare of society as opposed to short-range profit goals which might run counter to the best interests of society. It is the person trained in the humanities who possesses the skills needed to respond to these changed emphases in business. Understandably, therefore, leading business schools have been revising their curricula to include heavier doses of the type of training associated with graduate study in the humanities.

Recruitment

Various methods are used to acquaint potential students with the program:

1. Advertisements are placed in *The Chronicle of Higher Education*. Newspaper advertisements were discontinued because they resulted in very few inquiries.
2. An attractive poster is sent to chairmen of all humanities and social science departments and placement officers at about 50 leading universities throughout the United States. The posters are also distributed to professional societies for display at annual meetings. It is estimated that only about one-half of the departments display the poster. Unfortunately, many humanities and social science departments still view alternative career programs as competitors trying to lure away their students.
3. From the outset, the program was able to interest journalists in writing articles about the program. These have appeared in leading newspapers and business publications from coast to coast.
4. The director and administrator of the program have given talks each year at sessions on alternate careers at meetings of professional societies.
5. After the first few years of the program, recommendations by former students and employers of CIB alumni became an important method of spreading information.
6. In cooperation with universities in the Northeast, special meetings were held at the NYU Graduate School of Business Administration to inform potential participants about the program in greater detail.

The advertisement in *The Chronicle*, articles about the program, and recommendations by alumni have been found to be the most important vehicles for recruitment.

Admissions Procedure

The program admits 60 students to its seven-week session each summer. Admission is limited to Ph.D.'s and A.B.D.'s in the humanities and related social sciences. Students are selected on the basis of academic performance, achievements outside their field of study, and motivation to make a career change. Special emphasis is put on motivation for career change in reviewing applications and in the subsequent interviews. Follow-up studies of the 1978 and 1979 classes by Professors Steven Stumpf and Richard Freedman of NYU have indicated that readiness for change was the most significant factor in determining involuntary career change success.

All applications are scored on the basis of ten criteria with a five-point scale for each item. The criteria used are: 1) sense of direction and purpose, 2) inner work standards, 3) high level of energy, 4) broad and varied interests, 5) academic awards and distinctions, 6) evidence of leadership, 7) positive attitude, 8) knowledge of and/or interest in business, 9) evidence of communication skills, 10) employability.

On the basis of these scores, 120–130 applicants are invited for personal interviews which are generally conducted by a team of two interviewers selected from CIB faculty and administrators, staff of the Graduate School of Business Administration's Office of Career Development, alumni of the program, and business executives. Interviewees are rated on a five-point scale on the basis of the following criteria: 1) How motivated is the person to change careers? 2) To what degree is this person motivated to change to a career in business? 3) Is the individual motivated for a management or technical career? 4) How much management potential does this individual have? 5) How much will this applicant learn from the program? 6) What will this applicant's employment potential be after the program? 7) How acceptable is this applicant as a candidate for the Careers in Business Program? A special handbook for interviewers has been prepared to help ensure uniformity among all teams.

The class of 60 is selected on the basis of these ratings. As a rule, about 90 applicants have to be sent offers to form a class of 60. We encourage interviewees to try to obtain employment in business on their own. About ten invited students each year are successful in doing so before the start of the program. Some of the accepted interviewees decide to participate in other programs and some do not attend because of various personal reasons.

The Students

Students have been about equally distributed between male and female. Their median age has been 33 years, ranging from 25 to 46 years. Students come from at least 20 disciplines and approximately 30 different institutions each summer.

There was a shift from humanities majors to social science majors over the first six years of the program:

	Applicants (in percent)	**Participants** (in percent)
1978		
Humanities	78	78
Social Sciences	22	22
1983		
Humanities	56	52
Social Sciences	44	48

Humanities applicants decreased from 78 percent of the total in 1978 to only 56 percent in 1983. Participants from the humanities decreased from 78 percent to 52 percent over the same period. (The close correspondence between the distribution of applicants and participants is of interest especially since no premeditated attempt is made to achieve such conformity.) No formal study has been undertaken to account for this shift. However, several reasons can be advanced. The humanities areas experienced the lack of job opportunities in academe earlier than the social sciences. A major contraction in the demand for social science Ph.D.'s occurred after the 1980 presidential elections when grants for social science research were cut back, seriously affecting the fields of psychology, anthropology, and sociology.

On the other hand, during the first six years of the program, and for some years prior to that, many schools were shrinking their humanities

Ph.D. programs in response to the contracting job market and waning student interest. In addition, several schools implemented programs offering guidance in making career changes for their humanities and social science majors. These shifting patterns suggest that the demand for programs such as CIB should decrease if the supply of Ph.D.'s and A.B.D.'s shrinks to accommodate lower demand for teachers.

The Program

The CIB program is full-time, making it impossible for a student to hold a part-time job or continue work in his or her major area for the seven-week period. During the first five weeks courses are offered in accounting (18 hours), economics (9 hours), finance (15 hours), management (9 hours), marketing (9 hours), statistics including computer usage (15 hours), and career decision-making skills (15 hours). Students are given assignments in accounting and career decision-making skills before the start of classes. In addition, during this five-week period informal luncheon sessions arranged by the Office of Career Development are held with business executives and alumni of the program representing a wide variety of industries. Workshops in resume writing, communications skills for job search, networking, interviewing, and business library use are also provided. The workshops are conducted by the Office of Career Development in cooperation with the director of our MBA communication skills program. Informal get-togethers with alumni are also arranged — one to which all alumni are invited and others with alumni in specific industries such as advertising, banking, and consulting.

The goal of the formal coursework is to provide students with the basic concepts and needed skills in each of the fields, with constant emphasis on how these concepts and skills are applied in practice. In content, the courses cover, by and large, the same material as MBA courses in these fields. The unusual ability of CIB students to acquire new knowledge makes such coverage possible in relatively few class contact hours. For example, in the statistics class I teach, the same material that requires 56 hours to complete with MBA students is covered in 15 hours. Although no examinations are given, students may receive credit toward an MBA if they pass proficiency examinations. Students have had no difficulty in passing such examinations.

The sixth week is devoted mainly to the analysis of five actual business cases. This section of the program, team-taught by three faculty members, requires the application of concepts and skills acquired during the first five weeks. Students are always pleasantly surprised at their ability to deal with actual business problems after so short an exposure to formal classwork. The cases furnish an excellent vehicle for imbuing students with confidence in their ability to cope with the world of business. During this sixth week, faculty lecturers are invited for sessions on international business, human resources, economic forecasting, and varying applications of finance. All teachers and guest lecturers are full-time faculty members with extensive experience as consultants to business organizations. The seventh week is devoted to on-campus interviews, arranged by the Office of Career Development, in which about 35 firms have participated during any one summer.

All students are required to participate in every aspect of the program, including formal classes, workshops, informal luncheons, guest lectures, and job interviews. There are usually three classes per day, Monday through Friday, each class one and a half hours in duration. Assignments are given in each course requiring in total from four to six hours of homework per day. To ease the workload during the first two weeks no more than two courses are offered during any one day.

The above program has been in existence with minor changes since the second year. The most significant changes were made after the experience of the first year:

1. The time devoted to instruction in substantive areas was reduced from seven weeks to five weeks. During the sixth week the work on actual business cases was introduced to give students an opportunity to apply their newly acquired knowledge. The seventh week was devoted solely to job interviews. Additional time was thus made available for research on companies that would be interviewing participants.

2. A course in the legal framework of business with emphasis on corporate social responsibility was eliminated because it was found that most students had sufficient prior exposure to the course content. Furthermore, references to social responsibility could easily be incorporated into illustrations used in the other courses.

3. The number of course meetings per day was reduced from four to three. This change gave students more time for homework and for becoming acquainted with different job opportunities and business organizations. It also gave students more time to get to know each other, the faculty, and the staff of the Office of Career Development.

4. The length of the courses was altered. The amount of time devoted to statistics (including computer use) was increased while the hours devoted to marketing, management, and economics were decreased. Students did not require as much formal instruction in the latter three courses because they could acquire sufficient additional infor-

mation from textbooks and special assignments. Furthermore, the work on cases during the sixth week covered substantial aspects of economics, marketing, and management.

5. The Office of Career Development became more actively involved in preparing students for placement and arranging interviews.

6. A most significant change was the introduction of a new course, Career Decision-Making Skills, developed by Professor Stumpf. (See his article on p. 24.)

The Faculty

After the first year it became apparent that outstanding teaching ability was not a sufficient qualification for faculty in the program. In addition to excellence in teaching, a faculty person must wholeheartedly endorse the goals of the program, must have a keen understanding of the problems faced by participants in undertaking a career change, and must be prepared to devote substantial time outside the classroom to helping students cope with academic and personal problems.

The current faculty, with the exception of a marketing professor who left the school, has been with the program since its second year, 1979. The faculty includes:

Accounting	Professor Robert Howell
Career Decision-Making Skills	Professor Steven Stumpf
Communications	Professor Christine Kelly
Corporate Strategy	Professor John Dutton
Economics	Professor Lawrence Ritter
Finance	Professor Rita Maldonado-Bear
Marketing	Professor C. Samuel Craig
Office of Career Development	Kathleen Kennedy, Director
Psychological Counselor	Madelyn Bailey
Statistics	Professor Ernest Kurnow

The faculty has obviously found teaching in the program a highly rewarding experience. There is a long waiting list of qualified faculty eager to participate as soon as one of the current members leaves.

Placement

The placement activities are coordinated by the Office of Career Development. In addition to the on-campus interviews, the Office prepares a resume book which is distributed during the first week of the session to approximately 300 business organizations. The director of the CIB program also sends letters of introduction to potential employers, identified by individual students, to request job interviews. Generally, however, only about 25 percent of the jobs obtained by graduates result directly from these activities. But that is expected since the program's aim is to make students self-sufficient by providing them with the necessary skills and information to seek employment on their own.

A summary of the placement experience of the first four years of the program at New York University is presented in Table I. It is immediately apparent that everyone who wanted a job got a job. In general, from 1978–1981 everyone was placed within a ten-month period after the conclusion of the program. The table also indicates the wide variety of industries employing CIB alumni. Four industries — banking, consulting, manufacturing, and advertising — account for approximately half of the positions. Only 11.5 percent of the students saw fit to return to their academic careers.

The following illustrative cases offer more information than the statistics in Table I on the types of positions secured by CIB alumni:

- A Ph.D. in English is now the president of a foundation after only four years with the organization.
- A Ph.D. in history is a vice-president, corporate public relations, for a *Fortune* 100 corporation.
- An A.B.D. in American studies is a product manager for a leading toy and food manufacturer.
- A Ph.D. in cultural history is an arbitrage dealer.
- A Ph.D. in comparative literature is a financial analyst for a leading investment house.
- A Ph.D. in history is a corporate loan officer for a major banking organization.

It should be pointed out that the CIB program was not recession proof. Job placement in 1982 lagged behind the experience of previous years; only about 35 percent of the 1982 class was placed by year's end compared to about 70 percent in earlier years. Students were receiving favorable comments from interviewers, but unfortunately, a job freeze

TABLE I

Employment Record of NYU Careers in Business Graduates by Industry: 1978–1981

Industry	1978	1979	1980	1981	Total	Percent of Total
Banking	—	5	14	14	33	15.8
Consulting	8	7	6	7	28	13.4
Manufacturing	6	5	6	6	23	11.0
Advertising	7	1	5	6	19	9.1
Non-Profit Administration	5	7	3	4	19	9.1
Publishing	5	4	4	4	17	8.1
Finance (Other than Banking)	1	4	4	5	14	6.7
Insurance	4	3	1	1	9	4.3
Government Administration	4	—	—	3	7	3.3
Retailing	—	3	2	—	5	2.4
Communication	—	—	1	2	3	1.4
Utilities	1	—	1	1	3	1.4
Public Relations	—	—	2	—	2	1.0
Real Estate	—	—	2	—	2	1.0
Accounting	—	—	1	—	1	.5
Academe	9	5	5	5	24	11.5
TOTAL	50	44	57	58	209	100.0

pervaded most organizations. There was consolation, however, in that the experience of CIB graduates was no worse than that of MBA's. An upswing in the economy in 1983 enabled placement of 1982 students and made the job search for the 1983 participants much easier.

Tracking

Two tracking studies have been conducted. The first was largely psychological in focus, investigating whether alumni of the 1978 and 1979 classes were happy with their career change and the factors making for a successful change. The report found that the vast majority of alumni were pleased with their new careers and that, as stated earlier, readiness for change was the key determinant of the degree of success.

A 1983 study sought to investigate how CIB participants fared compared to applicants to the program who were not accepted. The study was limited to the first three years of the program to ensure that all respondents had had at least two years of business experience. (See Steven Stumpf's article on p. 24.)

Financing the Program

The first two years of the program (1978 and 1979) were sponsored by the New York State Board of Regents with support from the National Endowment for the Humanities and several foundations and corporations. Funds allocated to NYU's Graduate School of Business Administration for the actual operation of the program amounted to about $110,000 per year.

Since 1980, when the Graduate School of Business Administration assumed the sponsorship of the program, it has been financed largely from tuition. Corporate and foundation donations have decreased from 44 percent of total funding for 1978 and 1979 to only 12 percent in 1983. Most of the corporate donors considered their contributions only as support to defray start-up costs. A few, however, have felt that the program merited their continued support, but at lower levels of contribution.

To make up for the anticipated decline in contributions, the size of the class was increased to 60 students from the original 50. The increase in class size did not affect the quality of instruction or other aspects of the program. The initial tuition charge in 1980 was $1,200, which included about $200 worth of books. Because of the increasing costs due to inflation and the continuing decreases in outside funding, there have been annual increases in tuition. The tuition for the Summer 1984 program was $2,000. As heretofore, the fee includes the cost of books. The total cost of the seven-week program in 1984, including room and board, was approximately $3,500. The program has been able to operate at a small annual surplus, sufficient to cover start-up costs for the coming year.

Cooperation with Other Programs

In November 1980, CIB hosted a conference to compare the experiences of alternative career programs. The meeting was attended by representatives of the programs at Harvard University, the University of California at Los Angeles, the University of Pennsylvania, and the University of Virginia. The Institute for Research in History, which offers courses in career-change skills, also sent representatives, as did Northeastern University, the University of California at Berkeley, and Yale University, all of whom were contemplating setting up similar programs. None of these latter programs has materialized to date.

The agenda included discussions on recruitment, admissions, the process used to organize course modules, the course content, the methods of developing career decision-making skills, and placement and tracking procedures. Dr. Ernest May addressed the group on the future of alternative career programs. (See his Conclusion to this volume.)

The conference was highly successful. Participants got to know each other and have been comparing notes regularly. Problems were found to be similar and participants were able to improve their programs on the basis of the experiences of others.

The Future

Betweeen 1980 and 1983 the six operating alternative career programs served about 225 students each summer. The 60 students in the CIB program represented about 25 percent of those who completed applications to our program, but only five percent of the inquiries received. If we assume a similar experience in the other five programs and allow for a duplication rate of 25 percent (i.e., several people made inquiries to more than one program), it follows that each year there were approximately 4300 individuals interested in one or more programs and an effective demand of 800 for one or more programs as evidenced by the filing of an application.

In 1984, however, there was a drop of roughly 50 percent in both inquiries and applications for the CIB program. Sharp declines were also experienced at Pennsylvania and Virginia, the two remaining schools scheduled to offer programs in 1984. The result is all the more surprising when one considers that Texas, UCLA, and Harvard had discontinued their programs.

Several explanations for the decline can be hypothesized:

1. The increase in price to $2,000 was a deterrant. Early inquiries were running as high as in earlier years for CIB. However, there was a sharp drop in inquiries after the fee for the 1984 session was announced late in October 1983.
2. The rate of entry of students into Ph. D. programs in the humanities and related social sciences has decreased during the last decade at an acceleration even greater than generally projected. This tentative conclusion is reinforced by the relatively large number of applicants over 40 years of age who applied to CIB this year — 25 percent compared to less than 5 percent in earlier years.
3. There has been an increase in advisory programs for students interested in career change at many universities and professional societies.
4. The existence of a variety of alternative career efforts has over a period of seven years made Ph. D.'s more acceptable in their own right in the business world. This trend was abetted by the outstanding success of graduates of these programs and the excellent press coverage these accomplishments received.
5. The upswing in the economy during the last year has improved the job market generally, making it easier to obtain jobs without recourse to any program.

Although the demand for formal alternative career programs has seemingly diminished, there evidently remains a substantial number of Ph. D.'s and students in Ph. D. programs who will be in need of some assistance, formal or informal, in changing careers for many years to come.

Of added interest in another phenomenon that has become ever more apparent since 1978. Recent reports by William G. Bowen, President of Princeton, and Jaroslav Pelikan, Professor of History at Yale, point out that the deterioration in the job market and in working conditions for junior faculty who do secure academic positions has resulted in a decrease in quality of students in Ph. D. programs. Professonr Pelikan fears that the high quality institutions will trim their programs while the lower quality schools will not. As he puts it: "My nightmare is what will go into effect in graduate education will not be Darwin's law that the fittest survive, but Gresham's law that bad money drives good money out of circulation." To date, with few exceptions, graduate schools of arts and sciences have done little to help reduce underemployment among the current crop of Ph.D.'s or to make graduate education in the humanities and social sciences more attractive in the future. Bowen and Pelikan do not address their remarks to the plight of current Ph.D.'s. But they suggest that in order to attract high quality doctoral students in the future, Ph.D. programs must become more cross-disciplinary in nature.

Alternative career programs like CIB provide a vehicle for attacking both problems. They have demonstrated that it is feasible in a seven-week intensive program to prepare Ph.D.'s for a successful career in business. And after seven years of such programs the business community is more likely to hire their graduates, and Ph.D.'s generally.

These programs, broadly construed, offer one form of cross-disciplinary training as suggested by Bowen and Pelikan. The programs have the added advantage that they are short, and therefore need not detract significantly from a student's effort in his or her major area. By providing for alternative career paths they help eliminate the economic uncertainty currently facing potential Ph.D. students. If a career in academe is available it can be pursued, but if not, careers in business at salaries higher than those in academe and competitive with those of MBA graduates can be made available. The removal of economic uncertainty about the future should help attract high quality students to graduate studies in the humanities and social sciences.

A graduate of the first Careers in Business Program in 1978, Dr. Yogg compares the characteristics of the successful scholar with those of the successful investment manager and finds them remarkably similar.

Michael R. Yogg

Financial Analyst
State Street Research and Management Company

Since receiving my Ph.D. in history in 1978, I have worked as a financial analyst at an investment management firm. In this position I investigate companies and industries, and on the basis of my reading and interviews, make buy and sell recommendations on securities in the portfolios of my firm's clients. The values and habits of mind of successful scholars and successful investors are remarkably alike. This is evident to me from personal experience, but also from my exposure to the thinking of Oscar Handlin, the senior American history scholar at Harvard, and Paul Cabot, a pioneer in the mutual fund industry. The former was dissertation advisor to my dissertation advisor; the latter founded the company I work for and hired the men who hired me. Cabot established, and Handlin helped to maintain, the culture of their respective organizations and the standards for the generation that came between us. While the questions asked by historians and investors differ considerably, the skills required to answer them and the cultures that foster these skills are similar.

Four qualities distinguish every successful investment professional: intellectual honesty, diligence, intelligence, and creativity. Among these honesty is paramount. Scholarly training develops all of these traits; it is the best way, to my mind, of developing a passion for intellectual honesty. A scholar, by my definition, has a unique way of looking at a body of evidence and an insight into its significance that contributes to the understanding of a broader range of issues. He or she discovers value that others have missed, either by uncovering fresh evidence, or by looking with fresh insight into material previously studied by others. The scholar sees something no one else has seen, understands its value, and knows how to make use of it.

How does he do this? To Oscar Handlin the key event is the scholar's encounter with the evidence — the discovery of facts in conflict with his original thesis. But the encounter does not merely destroy the thesis; it pushes the scholar toward a new version of the thesis. For the honest researcher adjusts his concepts to fit the facts, rather than the other way around, and the creative one explains his facts in a way that illuminates broader questions.

A quote from Paul Cabot in a recently published study of investing captures the spirit of what Handlin is saying and expresses as succinctly as possible the diligence and honesty required in the investment profession. "First you've got to get the facts. Then you've got to face the facts." As one with experience in both professions, I can say that encountering evidence in the world of scholarship and facing the facts of the investment world are very similar intellectual and emotional experiences. The games are different but the rules are the same. Like the scholar, the investor seeks to discover value that others have missed, either by unearthing new facts or by rethinking old scenarios. He sees something no one else or few others see; he understands its value; he knows how to make use of it. The investor who views things from a slightly unorthodox angle, perhaps because he is educated as a scholar, may well possess an advantage.

The investor does not normally experience the scholar's single climactic encounter with the evidence. Instead of a well-defined research project, he confronts a continually changing set of questions whose answers (in the form of securities prices) frequently surprise him. Faulty analysis is punished more surely and swiftly in the investment world than in academia. In this more intense environment, it is difficult but necessary to rethink one's position thoroughly, to challenge oneself and to be challenged by others on an almost daily basis. The investor cannot be bound by yesterday's ideas or mistakes or even triumphs. First you've got to get the facts, then you've got to face the facts. But the facts, or one's perception of them, are constantly changing. This puts a premium on the ability to discard favored but obsolete notions. In this context, intellectual honesty is even more important than intelligence.

So far I have said little about creativity, but it is creativity that turns an encounter into an insight, an honest confrontation with the facts into an investment idea. A recent article in a financial publication describes creative people as intellectually curious, flexible and open to new information, able to recognize problems and define them clearly and accurately, antiauthoritarian and unorthodox, and mentally restless. The article discusses creativity in the context of the investment firm, but I believe that these qualities are generally more common among humanities graduate students than among business students. This may result partially from self-selection. But the training of graduate students is equally important. In the study of history, for example, both the constant search for new insights into the past and the tremendous volume of knowledge that the graduate student accumulates foster restlessness, curiosity, flexibility, clarity of vision, and skepticism toward the conventional wisdom — the attributes of creativity identified above.

In discussing creativity, Handlin emphasizes the importance of "wisdom," an acquaintance with the "whole world of knowledge," anything that will help the scholar explain the evidence. Not surprisingly, this attribute is essential in an investor as well. The investment business, in the simplest terms, involves the buying and selling of pieces of companies. The investor is interested in all kinds of businesses, and virtually every major world event has a direct or indirect impact on some of them. The investor, like the scholar, must acquaint himself with the "whole world of knowledge."

To what extent can we claim that the scholar and investor live in the same world? I would argue that their worlds overlap more than one might suspect. One investment counselor says that the best preparation for his profession is the classics because they offer a unique perspective on today's problems. This is "wisdom" in Handlin's sense, i.e., whatever knowledge the investor or scholar can bring to bear on the problem at hand. In my work as an analyst, I have applied the disciplines of economics, political science, geography, and demography, all of which I studied while writing a history dissertation on preindustrial America. Obviously I was weak in some of the traditional business disciplines when I began. But I was not working in isolation. People were available to help me and to guide my training. A good investment firm operates like a good university faculty. Ideas and insights flow back and forth. People's educations and experiences complement each other. A fresh perspective is always welcome because the firm, like the individual investor, is trying to discover value that others have missed. A person with the scholar's sense of intellectual honesty, the diligence and intelligence of the talented researcher, and an education that enhances whatever natural creativity he possesses can make a difference in the investment world.

One of the first faculty members of the Careers in Business Program, the author returns each year to teach a course he describes below on career decision-making skills. His comments also summarize the conclusions of a 1983 research study on NYU program graduates.

Stephen A. Stumpf

Associate Professor of Management
Schools of Business
New York University

In 1977, when the Careers in Business Program was designed and first delivered at New York University, I was completing my dissertation in the area of judgmental decision making, designing an MBA course in career decision making, and doing research for the American Telephone and Telegraph Company on promotion decisions. These three aspects of my life led the CIB program managers to invite me to participate in the skill assessment portion of the first CIB program. Since that time, I have been a part of the CIB program at NYU each year.

CIB's career development module involves an extensive self-assessment process driven largely by students' autobiographical essays written before the program starts. These essays, along with several other diagnostic instruments, are analyzed repeatedly for data that tend to support individual themes or identity statements. Once career themes or identity statements are clearly articulated, they are used by students to describe themselves in resumes, cover letters, and during interviews. They are also used to select specific areas of business that are likely to suit individual needs, interests, values, and skills. This self-assessment process is detailed in my recent book, *Choosing a Career in Business* (N.Y.: Cornerstone Library, 1984). Other resources used in the career development module are Kotter, Faux, and McArthur, *Self-Assessment and Career Development* (Englewood Cliffs, N.J.: Prentice-Hall, 1978) and London and Stumpf, *Managing Careers* (Reading, Mass.: Addison-Wesley, 1982).

Does the CIB career development effort work? Certainly I believe it works. I base this judgment on extensive research, my personal experiences with several hundred humanists changing careers to business, and hundreds of business students who are trying to find out where they should begin their business careers. A few facts may be more convincing than my judgment. A 1983 research study on the first three years of the CIB program was conducted by Lorna Pockart of the NYU Graduate School of Business Administration as part of an M.A. thesis. It concluded the following based on 237 respondents, 118 who had attended the program and 119 who had applied but were not accepted:

1. Of those who attended the CIB program, 84 percent moved into business careers compared to only 50 percent of those who had the same stated goal but did not attend the program.
2. One-third of nonparticipants returned to teaching positions and another 16 percent found positions in educational administration. Only 8 percent of CIBers returned to teaching, and another 8 percent are in educational administration.
3. The initial starting salary for CIB participants in business was significantly higher (by approximately $3,000) than for nonparticipants in business. The average salary of CIB alumni paralleled those of our School's MBA graduates.
4. The increases in salary per year for CIBers employed in business averaged $4,754 per year compared to $3,151 for nonparticipants in business.
5. The rate of promotion (i.e., the number of promotions per year while employed in one's current occupation) was significantly faster for CIB participants.
6. The number of CIB participants entering main-line business career areas (e.g., banking, business consulting, manufacturing, insurance, advertising) was over twice the number of nonparticipants entering those same areas.

Why does it work? The CIB program, integrating business course content with career planning and career placement services, provides a knowledge and support base for successful *individual* career actions. As those who have participated in a CIB program will tell you, the program did not provide them with a job. Rather, it allows them to become more knowledgeable about business subjects and business positions. It encourages them to focus their efforts on one — or at most two

— business career areas. It enhances their career exploration, job search, and interviewing skills. And most important, it establishes a supportive network of other CIB participants, faculty, and staff to tackle one of life's most difficult challenges— changing one's career from a humanities area that has become an integral part of oneself to an ambiguous, threatening, and unknown area in business.

Do participants regret having made the change? The statistics say no. Do they feel the loss of a past career? I am sure many do. And, if they continue to feel some of the loss as they progress in their business careers, they may be more likely to allow their humanistic values to affect their business actions. Should this be the case, their career change will have benefited not only them, but society as well.

Mr. Hood's comments grow out of his association not only with the NYU Careers in Business Program, but also with three other university alternative career programs represented in this book. Before assuming his present position, he was Director of Staff Development at Time Inc.

Alexander B. Hood

Real Estate Manager
Time Inc.

My interest in the New York Regents Careers in Business Program began in 1977 when I was Director of Staff Development for Time Inc. During the first two years of the program I interviewed candidates for admission, spoke to an informal luncheon meeting of each class as a whole, and interviewed graduates who wanted to know about job possibilities at Time Inc. At the end of the two-year pilot program, I continued these activities not only at NYU but also at Harvard, Wharton, and for one year at the University of Virginia.

Obviously, my employer was supportive. Time contributed a total of $75,000 to the cause, and our Chairman interviewed a graduate the first year. The company has hired at least eight CIB participants. Nevertheless, generating interviews was always difficult. Hiring bosses were skeptical; they had to be persuaded of the advantages of this new type of job candidate, including the relatively low cost. Our supervisors' attitudes are not untypical of those in other businesses. Once hired, however, our Ph.D.'s blended in swiftly. Indeed, I've never encountered any reflection of the hirers' initial skepticism on the part of those who work with our Ph.D.'s.

Personally, I found the CIB staff and faculty cooperative and responsive, especially in making use of my suggestions on resume preparation and job-hunting strategies and techniques. As for the students, I have been greatly impressed by their commitment to the switch to business and the remarkable diversity of backgrounds they bring to that commitment. In my opinion there is clearly a market for the program and its product.

The author explains why he feels that the Careers in Business Program is the most enjoyable teaching experience he has had in 15 years as a college professor.

Robert A. Howell

Clinical Professor of Management and Accounting
Graduate School of Business Administration
New York University

Since 1979 I have been a faculty member of NYU's Careers in Business Program. If these comments had a title, it would be "The Joys of Teaching," because the CIB program has been the most enjoyable academic experience I have had in more than 15 years as a teacher.

To put the above statement in a richer context, I should say that after receiving my own doctorate from Harvard University in 1966 I spent five years on the faculty of the Harvard Business School teaching MBA's and some doctoral candidates. While there I also taught in the School's Advanced Management Program for senior business executives. During the summers of my last two years at Harvard I taught in the Insititute for Educational Management, a program for college administrators offered jointly by the Business and Education Schools. After about five years in industry as a senior financial executive, I returned to teaching at NYU's Graduate School of Business Administration in 1977. Since then I have taught MBA's and students in the School's MS in Accounting and Executive MBA Programs. I have returned to Harvard to teach for two additional summers at the Institute for Educational Management, and have spent a full semester at the Harvard Graduate School of Education teaching a special course in accounting and controls for educational administrators. My teaching experience in accounting, finance, and business strategy includes commercial and in-house corporate seminars. The point of this paragraph is to suggest the range of my teaching background; yet I would strongly state that the NYU CIB program remains, year in and year out, the most enjoyable of my many satisfying teaching experiences.

Why is CIB such a pleasure? Quite simply, the students are the brightest, hardest-working, most articulate, and most enthusiastic I encounter. To have 60 Ph.D.'s and A.B.D.'s with diverse backgrounds in one classroom is truly a unique opportunity.

The CIBers' tolerance for work is extremely high. I have the good fortune to teach them early in the curriculum, when their energy is at its highest, too. Habits of committed independent work developed in their doctoral studies carry over into CIB. They also bring to the program fine speaking and writing abilities cultivated through their teaching and scholarship. Finally, the students are exceedingly enthusiastic. That's easy to understand; they are in the midst of a career change with important implications for their future.

I might also add that given their age, which is slightly older than the typical MBA student, they have a degree of maturity about them that these business students do not have. All in all I know that I have very fine quality raw material to work with; it is up to me, and of course my colleagues, to add the value which will produce as good a finished product as possible.

My teaching responsibilities in Careers in Business are twofold. First, I teach a course called Accounting and Controls at the very beginning of the program. The course gives the students a strong foundation in financial and managerial accounting as a basis for their future work in finance, marketing, and business strategy. In collaboration with two of my colleagues, I also teach a series of comprehensive integrative case studies which come at the end of the program. Therefore I meet the CIBers during the first two weeks of the program, then have some time away, and then return to teach in the last two weeks. I have more class contact with the students than any other faculty member in the program.

My Accounting and Controls module is a typical middle-management introduction to the subject of financial and managerial accounting. Given that the amount of material is extensive and the number of class meetings limited, I send out in advance a programmed accounting text, *Essentials of Accounting* by Robert N. Anthony, so that participants will have some familiarity with the subject before we actually begin class. This programmed text is considered the best in the field. It has received very favorable reaction from CIB students, despite the fact that it takes them 20-30 hours to complete. I also inform them in advance that there will be a regular assignment due at our first class meeting. I thus give the students very clear signals that I expect considerable work in my course. Their getting the message early sets the stage for the rest of the program. For my class text I use a book co-authored by Robert Anthony and James Reece entitled *Accounting: Text and Cases*. I choose this combination of texts deliberately so that the layout and terminology the students see in the class text is totally consistent with that in the programmed text.

I teach by the case method, although not in the classic unstructured sense. Since I meet with the students only for 12 one-and-a-half-hour sessions, I have a very tight teaching plan. Nonetheless, I try to encourage a high degree of classroom participation. I believe that I am fairly successful in achieving this balance.

A normal assignment would include several chapters of the text and case studies for each of the class meetings. By the end of the course we will have completed all the financial accounting and hit some of the high spots of management accounting. The students should be able to move directly into the finance course and, following this, be prepared to introduce accounting and finance points of view into the courses on marketing and corporate strategy.

The second course I teach is the Integrated Case Series, during the last two weeks of the program, in collaboration with two other professors whose specialties are marketing and corporate strategy. We take five industries, such as home appliances, banking, automotive, retailing, and brewing, and discuss each of them over a three-session sequence. The point of these integrated cases is that to ascertain the critical issues in any business problem one must understand all the functions that may come into play. We have a lot of fun with these cases. Having three professors co-teach the case series seems to reinvigorate the students at a time toward the end of the program when they may be buckling under its pressures and anxious about the pending job search.

There is another aspect of my involvement in the CIB program which I believe contributes to the good feelings it generates — the close personal relationships I try to develop with the students. A cocktail party is held on the Sunday evening before the first Monday's classes. Almost all participants attend. I go with the explicit intention of getting to know the names of all 60 students. I deliberately move through the group introducing myself and learning names and something else about each individual. By the end of the evening I have a pretty good start. When I arrive in class on Tuesday and am able to call perhaps 80 percent of the class by name, it blows the students' minds. I quickly pick up the other 20 percent by the second day. I set aside the first two weeks of the program as Careers in Business time so that I can make myself very accessible to the students. They can see me before class, during the break, between classes, around lunch, or toward the end of the day.

I also let it be known that I have outside contacts. I have considerable access to the business community because of my prior business experience, the large number of my former students who are now out in industry, and a private management consulting firm I maintain. I tell the students that I am interested in helping them with their resumes, and to the extent that I can, with their careers as well. By the end of the program, I will have sat down with more than half the class to help them finalize their resumes so that they are hard-hitting and to the point, and will have provided them with business contacts or letters of recommendation.

If I have any disappointment regarding Careers in Business it is that we have not done a strong enough selling job regarding the contributions this group of people can make to the business community. All of American business needs bright, hard-working, articulate, and enthusiastic employees. That these bright, hard-working, articulate, and enthusiastic Ph.D.'s sometimes struggle as hard as they do to find an entry-level position when there are so many businesses in dire need of such talent reflects unfavorably on our promotion and career development efforts. We need to do more. We need to fight for the recognition of these programs and the acceptance of their graduates into the business community.

I look forward to teaching in next year's Careers in Business Program which, if past history is any indication, will be yet again the best program offered in the business school.

Dr. Greene reflects on his move from academic to corporate communications. He is a graduate of NYU's program.

Robert I. Greene

Senior Editor
Internal Communications
Chase Manhattan Bank

When I became an Instructor in English at The College of William and Mary in 1972, I was certain I had begun the only career I would ever have. Eight years and three colleges later, I was having second thoughts.

I still loved the classroom, and I wasn't thrown out of Boston University, where I held my last teaching post. Although the 1979–80 academic year was supposed to be my swan song at BU, my chairman managed to come up with a last-minute salvation package: at least one more year, probably two, possibly three, and maybe, just maybe, more. It wasn't that academia was no longer intellectually challenging to me, though that's what I later told prospective employers. If I had managed to secure a tenured position at a good college, I would have contentedly marched into associate professorship and beyond.

What happened was that I got tired. Tired of doing the job letters year after year. Of thinking and talking ceaselessly about finding a job, job, job. Of pulling up all my possessions every few years and plunking them down in some other part of the country. Of not having any money. And, when my wife got pregnant in February of 1980, I saw my life becoming something out of *The Grapes of Wrath*. I decided to abandon academics for the business world. It was the toughest decision I had ever made.

Because I knew how selective the New York University "Switching" program was ("Careers in Business" didn't really register in my head as its name until I had almost completed the program), I was not optimistic about getting in. My history in such competitions was dismal. Visions of my bone-chillingly unsuccessful interview for a Woodrow Wilson Fellowship kept intruding themselves. But I got in.

I remember little about the NYU interview, except that the interviewer looked and talked cleaner, crisper, colder, sharper than anyone else who had ever interviewed me. I was not, however, unprepared for the interview. I had talked around at the BU business school, sat in on some classes there, read a little about management and a few Harvard case studies, and spoken with two or three business contacts in New York.

But what got me into the program, I think, was that I figured out how I would be assessed in the interview: not on how much I knew about business, but on my sense of identity and how neatly I would fit into the business world. Did I seem to know who I was? Was I articulate? Was I aggressive enough to fight for what I wanted? Did I have any sense of what jobs I might be good at? (I had narrowed my career goals down to three by the time of the interview: advertising account management — though a New York publisher had already told me to forget about that — public relations, and communications.) Could I work successfully with and for people? Was I really just an embittered academic malcontent looking for any port in a storm? In sum, would I be an asset to a company — or an embarrassment?

In any event, by June 1980 I was in the program and feeling odd: my life had turned uncharted and chancy. For the first time in years, I couldn't connect with myself 6 or 12 months down the road. In fact, throughout the program I waited for the moment when all of us CIBers would begin looking and talking like businesspeople. If that moment ever came — if we ever did become a different breed — it crept in more subtly than I had imagined, for I never detected its arrival.

Perhaps because school had always been so comfortable for me, I was happy about the academic rigor of the program. I pushed myself harder in those six weeks than ever before. Despite a gifted professor, accounting just about did me in. I gained more respect for my wife's cousins, the CPA's, than if they had pushed a dogsled to the South Pole. The other modules were more accessible to me.

At about the time the program ended, I bought my first corporate suit to wear on job interviews. It was blue, of course, and wearable in all temperatures between subzero and 100-plus. Its versatility proved useful. Not taking the aforementioned caution of my New York publishing friend seriously, I decided that I would be an advertising account executive. That turned out to be a quest for all seasons. Decked out in my blue suit, I visited practically every major ad agency in New

York. (Some interviews were set up by CIB, but if you wanted a job you hustled on your own.) No problems in getting into the agencies, severe problems in landing a job. I came close in several agencies, maddeningly close in one. But, despite using every contact I could manufacture, no job.

Why? At 32, maybe I was considered too old to be an assistant account executive, though ex-academics not much younger had in fact gotten advertising jobs in previous years. Maybe I didn't have the right look; glamour counts in agencies. Maybe I talked too much, always a minus on job interviews. Maybe, because I took a bad piece of advice from NYU, I came on too hungry at the interviews. You have to be a little aloof. Hunger makes interviewers suspect that you're an eager-beaver incompetent. "I'm 99.9 percent sure about you," said a senior vice president at one of the agencies when he rejected me, "but it's the other .1 percent." When I asked what his .1 percent reservations were, he responded: "I don't know. It's chemistry."

By December 1980 I was still unemployed and had a one-month-old son. The looks he directed at me were condemnatory. Then a quirky thing happened. A woman who had gone through the NYU program and landed a communications job two months earlier at Chase Manhattan Bank called me about an opening for a senior editor in the bank's internal publications office. They were right at NYU about "networking"; you never know where you'll find the payload. I secured an interview, and, ultimately, the job.

As of January 1984 I have been at Chase three years. I publish a series of internal magazines and newsletters for bank officers, and do a wide range of communications work including presentation consulting, speechwriting, and video-script writing. The writing, analyzing, and managing skills I exercised as an academic have in fact been transferable. Whether you're teaching or Chase-ing, you have to solve problems, get the work out, and motivate people. And in both worlds the people are smart.

But in other ways the academic and business worlds are quite different. The *pace* is much quicker at the bank than in academia. Rather than accomplishing large tasks over a leisurely time period, I typically have scores of smaller tasks, all competing with each other for my attention, all with tight deadlines. Priorities must be set and reset continually. It's an *action-oriented* environment: often better to determine a course of action and follow it — even if wrong —than ponder the possibilities. It's a world of *accountability*. In eight years as an academic, my chairmen visited my classrooms exactly twice. At Chase my boss knows what I'm doing just about every minute, and her stamp is on my work. What I do is tied directly to the *business objectives* of a corporation, which are more neatly spelled out, yet more fluid, than a college's mission. *Internal sensitivities and politics* are even more important and immediate than in the university structure.

Do I use what I learned in CIB as a writer/editor at Chase Manhattan Bank? Yes and no. Most of what I need to know I have picked up on the job. But for the wherewithal to march myself through balance sheets, profit and loss statements, sources and uses of funds, marketing objectives, and the like, I am grateful to the program.

Success, of course, is gauged in promotion or advancement, whether you're in the academic or the business world. The measuring stick in both is how far you get how fast. I think, however, that the "Now what are you going to do?" question asserts itself more quickly, more insistently, and more pointedly in business than in academics. Making the transition is only a first, and fast-dissolving, step.

The author discusses her participation in the Careers in Business Program as an extension of her duties as Director of Career Development at NYU's Graduate School of Business Administration.

Kathleen C. Kennedy

Director
Office of Career Development
Graduate School of Business Administration
New York University

One of the most challenging and provocative client populations with whom I have worked is the annual crop of Careers in Business Program participants at the New York University Graduate School of Business Administration. This unusually intelligent group enters the program with a high degree of motivation and commitment to making a career transition from academia to the corporate sector. Many have achieved this objective, and it is my belief that the program has been the vehicle for their success.

The role of the Office of Career Development in this program is twofold. First, we are responsible for the development of relationships with corporations receptive to considering CIB participants as job candidates. Second, we are responsible for coordinating career counseling activities intended to introduce the group to the many career options available in business and industry. This effort includes preparing them to be competitive job seekers in the search for nonacademic employment.

The development of corporate contacts began with long-time "friends" of the NYU Business School, and with professional colleagues of faculty and staff. The initial group of recruiters to conduct interviews with program participants was quite impressed and excited by the potential of these Ph.D.'s. Some took risks and invited a few candidates to their offices for a second round of interviews. Soon, offers of employment were extended. Those CIB graduates hired into training programs ranked at the top of their classes. In a short time this new bunch of fast-track junior executives had put aside their Ph. D.'s for a climb up the corporate ladder.

Publicity about "gypsy scholars" and about other programs like the one at NYU helped to spread the word about Ph. D.'s in alternative careers. The number of our corporate sponsors increased as our alumni success stories became known, gradually softening business resistance to hiring Ph. D.'s.

Such resistance has not entirely dissolved, however. Recruiters and other businesspeople who want to hire Ph. D.'s do not always have the support of their managers or senior level corporate officers, who may be more inclined to hire MBA's. Those organizations that have made a solid commitment to recruit from programs like NYU's have done so with the endorsement of those in the executive suite. Until corporate policies allow recruiters the latitude to consider applicants with diverse educational backgrounds, and until executives back up the recruiters who decide to bring such diversity to their organizations, Ph. D.'s will never have anything approaching equal access to corporate jobs.

The second area of our involvement in the CIB program is career counseling and job placement. The preparation of the student for a business career includes a socialization process which begins with a series of panel discussions with former CIB participants who have made the transition. These discussions introduce participants to new career fields, and provide them with role models who describe how their skills and abilities have transferred to the jobs they now hold. Career development workshops on resume writing, interviewing skills, networking, job campaign strategies, and dressing for success are also offered. Three professionally trained career counselors are available to work with the participants on individual concerns including the assessment of the best fit between their backgrounds and various job functions within the corporate sector.

A book of participants' resumes is published and distributed to over 300 corporations. Many companies select individuals from this publication and invite them to job interviews. The office continues to refer these resumes for all suitable positions which come to our attention throughout the year.

During the last week of the program, approximately 35 corporations send representatives to the school to interview participants. A formal on-campus recruitment program is organized which allows candidates 30-minute interviews with recruiters from several organizations. These initial interviews enable the candidates to test their focus and refine their interviewing skills. Most important, they often result in a call-back to the company for a full round of interviews with senior management and staff.

The Careers in Business Program is an asset not only for those individuals seeking to make a career change, but also for those organizations which are able to identify a match between their needs and the unique abilities of Ph.D.'s. My faith in the program is enhanced whenever one of the most competitive MBA positions is filled by a CIBer, or whenever a major firm hires a CIB participant to fill a top job. It is then that I am convinced that the corporate sector is staffing itself to address the complex tasks facing American business today.

An alumnus of the Careers in Business Program, Dr. Ekberg charts his unlikely course into and out of teaching. He now works on the staff of the President of Sony Corporation of America, along with a number of other Ph.D.'s.

Kent F. Ekberg

Manager, Planning Analysis
Corporate Planning Department
Sony Corporation of America

From the time I first began to think of my life in terms of a career, a career in business was a more natural choice for me than a career in teaching. Of course, at other times in my life I entertained other options. When I was nine, I wanted to be a second baseman. At eleven, a first violinist. But when I looked around at the role models in my family whom I admired I saw workmen, tradesmen, teachers, lawyers, politicians — but most noticeable of all — businessmen. So when I entered college uncertain what I would do when I graduated, business administration was not an unusual choice for my major.

What was more of a surprise was that I switched to English in my sophomore year. "English" to me was poetry, literature, writing — not teaching, grading freshman themes, and attending department meetings. Lines of poetry rang in my head: "Perfection of the life or of the work . . . ," "Two roads diverged . . . ," "And at my back I always hear . . . ." I chose English. My professors said I had a "gift." The Dean assured me that the liberal arts would "open more doors." There were more girls in the English Department, and my introductory business courses seemed hopelessly boring, anyway.

When I graduated with honors New York State offered me something called a Regents College Teaching Fellowship for Beginning Graduate Study. This would pay for my first two years of graduate school and provide me with a small stipend, so I took it. Unfortunately, the New York State Regents College Teaching Fellowship for *Advanced* Graduate Study that I had hoped would pay for my last two years of graduate study never materialized. By 1971 the crunch had hit English Departments. New York State realized that there was no urgent need to produce hundreds of new college professors each year, so funds for the fellowship were cut from the State budget. I went to work as an adjunct professor in The City University of New York in 1972, and for nine years I worked in the groves of academe at a variety of positions in a variety of colleges where the last do not come first, but the last hired often become the first fired.

In 1981 New York University came to my aid with something called the Careers in Business Program. Less than a month after completing the program I was hired by Sony Corporation of America in the Corporate Planning Department, and I became a businessman. Less than a year after that I was promoted to Manager, and in 1983 I completed work for the Advanced Professional Certificate in Management at NYU's Graduate School of Business Administration. With this experience in business and a future in the field, I now think of myself as a businessman, not a humanist, although I have seen the grass and the weeds on both sides of the fence.

Nothing I learned pursuing graduate work in English specifically prepared me for the corporate world. PERT, CPM, DCF, IRR, NPV, EOQ, ROP, and MREG were not part of the curriculum; but I was well practiced in writing, speaking, and analyzing a problem to arrive at a solution. Other skills and qualities developed in my study of literature, including intellectual curiosity, empathy, and sensitivity, helped me adjust to my new job.

Corporate planning or strategic planning at Sony Corporation of America is a staff function that, as a group, reports directly to the President, Sony's number one man in the United States. The corporate planner's perspective and vision must be the same as that of the chief executive he serves, although planners, of course, do not have the same authority, power, or pay as the CEO, alas. Corporate planners are the CEO's eyes and ears, brains and bowels — they are the tools he uses to help make operational and strategic policy decisions. As such they enjoy high visibility, prestige, and close proximity to top management. My desk, for example, is closer to the President's than any other employee of SONAM. Corporate planning positions are also often thought of as "fast-track" jobs for MBA's.

At SONAM, the Corporate Planning Department has never had more than a dozen people on its staff. Among my colleagues here have been a variety of MBA's from Harvard, Columbia, Wharton, and NYU, and several Ph.D.'s in the humanities and social sciences who have been through careers in business programs after earning academic distinctions: a Phi Beta Kappa key, a Woodrow Wilson Fellowship, a Harvard professorship, a Yale Ph.D. One man has three or four degrees from Columbia, including a Ph.D. in political science and an MBA in finance, although he does not like to let on about the doctorate for fear that in the business world it will prove a hindrance.

These Ph.D.'s in the humanities and social sciences are, to quote Sir Thomas Browne in another context, "true amphibians" who can travel back and forth from the sublime to the mundane, who can both write poetry and pay the rent. Poets T.S. Eliot, William Carlos Williams, and Wallace Stevens — respectively a banker, a physician, and an insurance man — were also true amphibians. And it should come as no surprise but probably does that Akio Morita, founder and Chairman of Sony Corporation, once pursued an academic career in scientific research; Norio Ohga, Sony's President, was once a professional opera singer.

To return to the Careers in Business Program, two points need to be made about its effectiveness. First, talented people will be able to function well in a variety of roles and positions. Second, although CIB programs can provide a quick introduction to business — my summer program at NYU enabled me to obtain the same quality grades in advanced MBA courses at NYU as I received in the English Department's advanced doctoral courses some ten years earlier —they are very circuitous routes to a job in business. Most graduates of NYU's CIB program can expect to earn salaries in the $30-$40,000 range after two or three years' experience in business. But NYU MBA's earn the same good salaries, often have less trouble finding a job, and are at least five years younger on the average. CIBers are regarded as a higher risk by business management than the traditional MBA, and they are forced to play catch-up in their business careers. Clearly, I would be more secure in my new career if I had pursued an MBA instead of graduate work in English.

Looking back on this idiosyncratic essay I see that I have failed to reach my objectives in three previous career choices — second baseman, first violinist, and college instructor! But perhaps I am too hard on myself. For a boy whose father's passport had "blacksmith" printed next to the dotted line for occupation when he came to this country from Sweden, being a corporate planner is not so bad. In fact, I am as proud of myself now for my work in the world of business as I was when I was in the classroom teaching. True amphibians are remarkably adaptive and resilient.

The author indicates why she believes that the liberal arts are appropriate preparation for graduate business education. She teaches finance to Careers in Business students.

Rita Maldonado-Bear

Professor of Finance and Economics
Graduate School of Business Administration
New York University

The pioneer Careers in Business Program, initiated at the New York University Graduate School of Business Administration, completed its seventh class in the summer of 1984. As one fortunate enough to have participated from the program's inception, I found it to be another satisfying and rewarding personal experience. I teach finance to CIB students. I would argue that, on the whole, a liberal education brings its motivated possessor to the field of graduate business education uniquely prepared to learn and to succeed. When a sound liberal arts background is fortified by a past professional focus on scholarship and the transmission of knowledge, the result is a business student who is a joy to teach — and to learn with.

Ten sessions amounting to 15 hours of instruction over two weeks are devoted to my finance classes. Some of the subject areas covered are ratio analysis, sources and uses of funds analysis, techniques and processes to evaluate investment projects such as net present value and internal rate of return methods, modern portfolio theory, and computational techniques of a firm's cost of capital. A far cry, one might think, from 18th century English literature, or the intricacies of Near Eastern languages.

Undoubtedly. But the fundamental goal of CIB should not be viewed simply as acquainting the students with the language, concepts, and methods of finance and the other subjects in the curriculum. The fundamental goal is the broader one of growth and change —

in these special students, in the business world they will influence, and in their teachers as well.

My finance classes with these doctoral level liberal arts majors are a microcosm of what one would hope, and expect, to take place in the broader business world when they enter it and interact with colleagues from backgrounds different from theirs. Just as CIB participants cultivate many new skills specific to the business world, they also bring to classroom and then corporation a fresh outlook that is the prelude to positive change in persons and organizations.

Some of the attractive characteristics of the CIB students are excitement in the face of new challenges, a healthy curiosity, the capacity to conceptualize, the ability to interact positively with others, and perhaps most important, a global view that enables them to place ideas, data, and problems into appropriate perspective. They learn quickly, for example, that ratios, formulas, and complex mathematical models are often useful, but never substitutes for informed and sensible business judgment.

Actually, they learn everything quickly — not without great effort, certainly, but quickly nonetheless. In my regular classes at NYU's Graduate School of Business Administration I have taught outstanding students with impressive combinations of undergraduate and work backgrounds in business. Although one continues to learn and grow in contact with such students, I would have to say that the CIB summer classes have been among the most rewarding in my 15 years of teaching. I find CIB class discussions particularly exciting and productive, filled with the pleasure and anguish of a new learning experience undertaken with mature commitment.

I have heard that *The Chronicle of Higher Education* published an article entitled, "Seriously Now: Do Scholars Qualify for Jobs in Business?" If "scholar" refers to those with doctoral training in the liberal arts and some teaching experience, then the answer I would give to both the scholar and the business world, based on my involvement in CIB, is a resounding "yes."

THE UNIVERSITY OF VIRGINIA

Program Title: Career Opportunities Institute

Summary Description of Program: The Institute helps Ph.D.'s make career choices that are consistent with their values and interests. To accomplish this task, the Institute offers a curriculum that introduces individuals to the language and practices of business and government and exposes them to representatives from a variety of organizations. In addition, it provides participants with a means of evaluating their own career needs and priorities. Trips to major cities present individuals with the opportunity to interview people at work in fields that interest them.

Eligibility: Ph.D.'s in the arts and sciences fields

Number of Years in Existence: Five years

Average Yearly Enrollment: 50

Length of Program: Six weeks

Tuition or Fees: $1,700 in 1984

Housing: $300 for apartment suite on campus

Contact: Joel Zimbelman
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Career Opportunities Institute
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University of Virginia
Charlottesville, VA 22903
(804) 924-3838

The University of Virginia Career Opportunities Institute

Clinton W. Kersey, Jr.
Administrative Director *

and

Susan Tyler Hitchcock
Assistant Professor
Engineering-Humanities Division

Introduction: Missions and Goals of the Career Opportunities Institute

More people are beginning to recognize that Ph.D.'s in the arts and sciences exhibit knowledge and skills specially suited to the demands of business and government. However, scholars seeking meaningful employment outside of academia still encounter entrenched stereotypes. Colleagues within the academic world sometimes hold misconceptions about the world of business and government and the types of people who work in it. Members of the business community often hold misconceptions about the personalities and skills of academics. These stereotypes linger within the mind of the Ph.D. as well, creating a formidable obstacle to crossing over into other fields of work.

If productive career transitions are to be fostered — transitions sure to be healthy for both sides — then such stereotypes must be shattered. Moreover, leaders of higher education, business, and government must be shown that people holding a graduate degree in the arts and sciences can make a significant contribution to a variety of organizations and career fields. That is to say, they must be shown that research talents and an eye for detail can be applied to marketing analysis or information management techniques as well as to sociological surveys or nuances of literary criticism.

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* Mr. Kersey is currently a human resource consultant working with corporations interested in strengthening their ties with higher education. He is the Institute's former Administrative Director.

At the University of Virginia's Career Opportunities Institute our mission is to convince leaders of higher education, business, and government that people with graduate degrees in the arts and sciences have a much broader role to play in society than previously perceived. To accomplish this task, we have established three goals: 1) to give Ph.D.'s in the arts and sciences the knowledge and skills needed to make well-informed and intelligent career choices; 2) to educate faculty members concerning the problems and challenges faced by business and government and the skills needed to meet those challenges successfully; and 3) to educate representatives of business and government concerning the value of a graduate education in the arts and sciences in meeting the goals of their respective organizations.

History and Philosophy of the Career Opportunities Institute

1984 marks the fifth year of operation for the Career Opportunities Institute. The Institute's innovative approach to broadening the career options of Ph.D.'s began with the decision to invite representatives from three separate University offices to plan and operate the program: The Graduate School of Arts and Sciences, the McIntire School of Commerce, and the Office of Career Planning & Placement. Although the Graduate School handles the Institute's administrative responsibilities, its programs and objectives are designed by representatives from all three supporting branches of the University. This blend of three different academic points of view creates tensions, but tensions that result in an innovative and responsive program.

The three offices supporting the Institute represent three emphases crucial to the program's success. By involving the Graduate School, we affirm the value of an arts and sciences doctoral degree and make certain that our programs are sensitive to the professional needs of academics.

By involving the McIntire School of Commerce in our planning and policy-making decisions, we assure that our program includes a timely and essential management component. We do not offer a "mini-MBA." Instead, we introduce participants to the fundamental principles of business while emphasizing that many of the skills acquired during one's graduate education — research, analysis, synthesis, communication, persuasion — are important management skills as well.

Finally, since sound career counseling is essential, the involvement of the Office of Career Planning & Placement is crucial to program planning and operation. More than a job placement service, this office's experience in the areas of self-evaluation, values identification, job search strategies, and interviewing techniques allows each participant to develop skills in assessing his or her personal career needs and choices. Career awareness and job search strategy workshops are significant aspects of the program because they introduce skills and instill confidence that benefit participants throughout life, no matter what career direction they choose to follow.

By including these three quite different and distinct divisions of the University in our program, we convey a principle central to the Institute's direction as a whole. We do not favor one career field over another. We have not designed our program so that it automatically reroutes arts and sciences Ph. D.'s into business or government. Instead, we have designed a program that helps people discover their own path to career choices and find their own career satisfaction, whether that means stepping into an executive management position or remaining in an academic post.

Because of this philosophy, the Institute best serves those people ready to play an active role in their career moves and decisions. Those few who have left the program disappointed had unrealistic expectations of what we could offer them; they expected the Institute to find them a job. Instead, it offered a range of contacts and job search techniques, all useful regardless of the direction a person chose to take. What each person did with those contacts and techniques was up to the individual.

A Profile of Applicants Accepted into the Institute

As of 1983, 168 people had participated in the Institute's six-week summer program, and a four-day career assessment workshop drew 26 participants as well. One of the prerequisites for admission into the Institute is completion or near completion of the Ph. D. Of those 168 people, only 11 came without the degree. Seventy-four percent, a total of 124 people, held academic jobs when they attended the Institute — jobs ranging from graduate teaching assistant and post-doctoral fellow to associate and full professor.

Participants have attended a total of 73 different degree-granting institutions. The largest proportion coming from one school (28 people or 16 percent) was from the University of Virginia — a figure reflecting an obligation to this University's own graduates and employees. Five or more participants over the last four years have come from the Universities of Chicago, Illinois, Michigan, North Carolina, Wisconsin, and Duke University.

The list of institutions where participants were currently employed while attending the Institute is even more diverse, numbering 98 altogether. Fifteen came from Virginia schools, but many came from more distant places. By and large, participants represented the Southeast (39 percent), Midwest (24 percent), and Mid-Atlantic (17 percent) sections of the country.

Thirty-six academic disciplines have been represented by the participants so far. Fully one-third of them came with backgrounds in English or history (30 participants and 26 participants, respectively); 21 percent with degrees in political science, psychology, or sociology. Of the 168, only seven (four percent) came with degrees in the natural sciences — biochemistry, biology, climatology, environmental sciences, neurobiology.

Almost three times as many men as women have attended the Institute (125 or 74 percent men, 43 or 26 percent women) — a ratio that reflects the applicant pool as well. The age of participants ranges from 26 to 62, but the median age is 37, clearly not the age of a new Ph.D. holder, but rather that of someone who has spent six to eight years in an academic profession and who is maturely seeking to broaden his or her career options.

Inquiries and applications to the Institute rose dramatically from 1980 to 1983. Requests for information jumped 180 percent, and the number of formal applications doubled since our first program in 1980. Response to the 1983 Institute was so great that our planning committee decided to offer a new four-day career assessment workshop. It was designed to give individuals an opportunity to begin the task of assessing their career options.

Twenty-six people attended the workshop. Their profile differed slightly from that of those attending the six-week program. The group was equally divided between men and women, with 19 holding the Ph.D. Only one represented the natural sciences (physics) while the others had humanities backgrounds, with five from education, six from English, and four from history. Three chairmen, a dean, and an associate dean participated, along with 17 others holding academic appointments.

A Summary of the Curriculum

Over the six weeks that participants join us at the Career Opportunities Institute, very little time is wasted. A typical day begins at 8 a.m., with a full morning's schedule,and runs well into the evening hours as participants complete homework assignments. Each weekday luncheon includes a discussion with members of the business or government community invited to share views of their profession. Trips to Washington, D.C. and Richmond, Virginia offer participants the chance to interview people at work in fields that interest them.

The Career Opportunities Institute is composed of three components: 1) the McIntire School of Commerce Curriculum, designed to familiarize participants with the language and practices of business and government; 2) the Career Development Curriculum, designed to help each participant discover his or her own career needs and priorities; and 3) the Informal Luncheon Series, designed to help participants establish contacts in the world of business and government and examine various job possibilities in a relaxed manner.

The Institute brochure describes the three components of the program in this way:

1. The McIntire School of Commerce Curriculum

A. Curriculum Philosophy

The McIntire School curriculum introduces participants to the language and management of business, to organizational structures and processes, to important functional areas in organizations, and to opportunities for meaningful careers in public and private settings.

B. Pedagogical Approach

Functional areas addressed in the Institute include accounting, finance, management information systems, marketing, management, and business policy. The pedagogical approaches include lectures, class discussions, case analyses, and other exercises appropriate to each area. Each participant is assigned to a learning group at the beginning of the Institute. Evening study assignments and case analyses ideally are completed within the learning groups. The curriculum is carefully coordinated with the career development and luncheon components of the Institute.

C. Functional Area Objectives and Curriculum Topics

Accounting (approximately 12 class periods)

- To familiarize participants with the terminology of accounting;
- To distinguish the types of financial statements prepared by an organization;
- To develop an understanding of the objectives and limitations of financial accounting.

Assets and Sources of Capital; Income Measurement; Revenue and Expenses; Nature of Management Accounting; Concepts of Cost; Behavior of Cost; Alternative Choice Decision; Responsibility Account; Programming and Budgeting

Finance (approximately 15 class periods)

- To introduce financial concepts to participants;
- To sensitize participants to the decision variables and criteria important for capital allocation in both profit and nonprofit organizations;
- To examine duties performed by financial managers in an environment of economic constraints and opportunities afforded by the money and capital markets.

Financial Decision Strategy and Structure; Interest Rate Determination; Financial Analysis; Asset and Liabilities Management; Funds and Requirements; Risk Return Analysis; Capital Structure; Portfolio Concepts; Integrative Analysis

Management Information Systems (approximately 14 class periods)

- To describe the ways that management information systems support decision-making in modern organizations;
- To introduce some of the organizational considerations which affect the design and use of management information systems;

- To demonstrate the use of microcomputer technology in business decision making;
- To provide each participant with a basic understanding of MIS building blocks, including computer technology and system design.

The Information Industry Career Opportunities; System Concepts; System Life Cycle; System Description Methods; Determining Information Requirements; Analytical Models to Support Decisions; Microcomputer Analysis; Microcomputer Software and Applications

Marketing (approximately 13 class periods)

- To examine the functions, concepts, and theories comprising the marketing activity in profit and non-profit organizations;
- To understand how profit and non-profit organizations develop and maintain relationships with clients and publics;
- To examine such activities as product and service development, pricing, promotion/communication, and distribution undertaken by organizations in client relationships.

The Concept of Marketing in Private and Public Organizations; Product Strategy/Service Strategy; Marketing Research in Organizational Decision Making; Applications of the Research Function; Pricing Decisions and Distribution; Developing the Marketing Plan; Strategic Marketing in Organizations; Careers in Marketing

Management (approximately 10 class periods)

- To introduce human systems management as a key process in public and private organizations;
- To consider the effect of the human variable in organizational decision making;
- To introduce and consider techniques to better utilize human resources in order to improve organizational effectiveness;
- To examine the basic managerial functions of planning, organizing, directing, and controlling organizational activity;
- To assist the participant in obtaining conceptual and diagnostic skills for dealing with the problems of organizations as human systems.

Historical Context of Management; The Role and Skills of the Manager; Human Motivation and Leadership; Organizational Conflict; Groups and Committees; Job Design and Enrichment; Evaluation Performance; Organizational Change Processes; Business Consulting

Business Policy (approximately 8 class periods)

- To consider organizational objectives from the viewpoint of an organization's external environment and its internal strengths and weaknesses;
- To evaluate methods of generating and choosing organizational alternatives;
- To consider plans, policies, and procedures for implementing the alternatives selected;
- To establish a control system and strategic communication network for evaluating alternatives.

The Concept of Policy and Strategy; Formulating Objectives; Environmental Appraisal; Strengths/Weaknesses Analysis; Strategic Choice; Implementation/Evaluation; Integrated Cases

2. The Career Development Curriculum

A. Curriculum Philosophy

The career development component of the Institute is designed to help participants gain information about themselves and about their career options in business and government.

A significant shift in a person's career thinking and goals requires time and a substantial amount of research. Such changes necessitate learning about oneself and about appropriate options in new and expanded ways. Individuals often find themselves restricted by the narrow definitions of "appropriate" career paths to which they ascribe. This is especially true in the case of Ph.D.'s, because their educational experience was designed to focus and subsequently narrow their interests rather than broaden them. Ph.D.'s wishing to make career transitions need to re-examine their prior interests; they need to explore career options which interested them earlier but which were, by their own choosing, laid aside; and they need to develop a new view of themselves that incorporates these former interests with those highly specialized skills they presently possess.

Career transitions send ripples through all aspects of a person's life. They influence family members, especially a spouse and his or her own career aspirations. Participants should be prepared to view any new goals they develop during the Institute in this larger context.

Obviously, specialized skills and interests, as well as lifestyle and geographical preferences, differ from one person to another. In order to maximize the likelihood of securing a position that satisfies these interests and preferences, short-term pressure to secure a job should not overshadow a long-term perspective. Most participants would be prematurely limiting their options by focusing their attention solely upon visiting employers. We cannot emphasize enough the "time factor" in making valid career transitions. It is not unusual for participants to devote many months to the realization of a successful career transition.

With the above view in mind, the Institute strives to teach participants how to examine themselves in terms of their career goals, how to investigate career fields in order to discover promising career options, and how to obtain a job that is consistent with their values. Individuals entering the program should be prepared to explore their career goals, interests, and options by investigating various work settings and roles, by making personal and telephone contacts, and by designing a strategy for marketing their skills.

The Institute includes a two-day interview segment. During this period participants have the opportunity to conduct actual job interviews with a variety of organizations including management consulting firms, brokerage houses, banks, and major corporations. Participants find these interviews useful in refining their interviewing skills and, in some cases, enabling them to leave the Institute with definite employment prospects.

While enrollment in the Institute is no guarantee of a job, participants typically make excellent contacts with individuals in corporations and in public service agencies and learn to develop a career strategy that will allow them to conduct an effective job search. This approach provides lifetime knowledge and skills that will serve participants of the Institute each time they make career or job changes.

B. Career Development Activities

The career development component of the Institute consists of class sessions, individual career counseling, independent career research, and field interviews supplemented by the Informal Luncheon Series.

Phase I: Personal Skills, Interest, Values, and Motivations

Motivating factors conducive to success and satisfaction in one's work are partially derived from personal values and interest. Since organizations employ people for the skills they possess, the more aware individuals are of their skills and where these skills can be of value, the easier and more satisfying will be the transition from the academic arena to another employment environment.

The major part of the first several days of the Institute is spent in small groups analyzing participants' past experience to determine preferred roles, relationships, subject areas, skills, and motivations, and to translate these performance indicators into individual job objectives. Analysis is based on a pre-Institute assignment, "Analyzing Your Accomplishments," as well as completion of other personal analysis instruments provided to participants. Personal preferences, goals, and potential career options are defined further through individual time with career development staff members.

Phase II: Career Field Awareness Through Research Into Appropriate Careers

Knowledge of one's personal values, interests, skills, and goals leads to specific career field possibilities. Thorough career research, consisting of literature review and contacts with people actively engaged in these careers, enables individuals to identify their career opportunities and assists them in making sound, intelligent decisions. Participants conduct independent career research in the Office of Career Planning

& Placement Library as well as in the Charlottesville community. Individual conferences with the Institute's career development staff also are scheduled. Field trips to Washington, D.C. and Richmond, Virginia provide an opportunity to conduct informational interviews with individuals engaged in various work roles and settings.

Phase III: Resume Development, Interview Techniques, and Job Search Strategies

A resume that "sells" a person's abilities and stimulates a prospective employer's interest is imperative for an effective job search. During the Institute participants develop and refine such resumes. Similarly, to be effective job candidates, participants must present themselves in person as strong prospects. Interviewing skills are developed through demonstration and practice exercises. Participants engage in mock interviews and receive feedback from business and government executives involved in the hiring process.

Effective job search strategies are also critical for Ph.D.'s making career transitions. Traditional and passive job search strategies are augmented with nontraditional and assertive approaches to the job market. Noted experts in job search techniques appear as guest speakers to discuss assertive and creative job search tactics.

3. Informal Luncheon Series

An integral part of the Institute's program is a series of informal luncheons with representatives from various corporations and government agencies. During these luncheons participants learn about the functional areas of business and government and have an opportunity to meet with other Ph.D.'s who have already made successful transitions from academia to the public and private sectors.

The Informal Luncheon Series is designed to give participants a broad understanding of the realities of working in a given career field. It is also intended to help individuals understand the opportunities, problems, and needs of specific areas of work. Discussions with people who have experience in a particular field and/or people who have made a successful transition from academia to either business or government help participants discover which career opportunities might be suitable for them.

Speakers are chosen whose expertise and areas of interest coincide with topics being discussed in the McIntire School classes and the career development activities. Over 30 individuals from 25 organizations and 16 cities participate annually. In 1983, for example, luncheon speakers included:

- Vice President of the Chase Manhattan Bank
- Assistant Director of the Educational Films Division of the National Geographic Society
- Stockbroker from Merrill Lynch (also a former Career Opportunities Institute participant)
- President of Blair Advertising
- Director of Executive Recruitment from Hecht's Department Stores
- Editor of Dow Jones' *National Business Employment Weekly*
- President of Canada Dry
- Director of Community Relations for CBS
- Vice President for Advertising of *USA Today*
- Vice President for Information Systems for the Marriott Corporation

Results

Of the 194 individuals who have participated in Institute programs through 1983, 47 percent have successfully located employment in business, industry, or government. Another 18 percent have chosen to remain in academia. The remaining 35 percent are still considering their future prospects. The 18 percent who have chosen to remain in academic positions report that they are doing so with more conscious awareness of why they chose academic employment in the first place. The 35 percent still considering a transition report that they have been equipped, thanks to the Institute, with strategies for making contacts, seeking out career information, and assessing their own life choices and needs. If they make a transition at some point in the future, they will do so with confidence in their choice and in their career flexibility. In addition, they will realize that change need not pose a threat, but offers an exciting opportunity for further discoveries of one's self and the world.

Even the 47 percent who have located employment in business and government have not found their way into the final job they will hold. Several Institute participants tell stories of how they have moved from initial jobs into others, whether because of promotions, newly perceived career options, geographical preferences, or other reasons. At every turn, the self-assessment and job search skills gained at the Institute helped them plan the next stage of their career.

A sampling of Institute participants who have successfully made a career transition appears below. This list provides an overview of the different organizations hiring Ph.D.'s and the variety of jobs people have found appropriate to their skills and interests. After the hiring organization and job title held by the participant, we have also listed in parentheses the field in which the person holds a Ph.D.:

- IBM Corporation: Information Manager (history)
- Potomac Electric Power Company: Training Specialist (German)
- Standard Oil of Ohio: Senior Organization Consultant (religious studies)
- Rabbi Epstein School: Management Consultant and Educational Director (philosophy)
- *Orlando Sentinel:* Music Critic (English)
- Essex Corporation: Documentation Manager, Information Systems Division (Slavic)
- Investors Diversified Services: Sales Representative (German)
- Shaare Zedek Hospital: Regional Director (speech)
- U.S. Department of State: Foreign Service Officer (political science)
- Merrill Lynch: Account Executive (English)
- New Mexico Military Institute State Lands Foundation: Associate Director (history)
- First National Bank of Maryland: Credit Analyst (romance languages)
- 375th Aeromedical Airlift Wing: Historian (American history)
- Small Business Administration: Training Specialist, Office of Management Assistance (health science education)

Obstacles Yet To Be Tackled: Attitudes and Funding

Our work isn't over yet. Attitudes in business and industry, and in academia, are slowly changing, but two major misconceptions still persist. Some university faculty continue to voice the fear that bright people will eventually desert the arts and sciences if programs like ours continue to exist. Others view Institute participants as disloyal members of their profession or as disgruntled malcontents who could not make it in the academic world. Neither notion is correct.

To counter the first misconception, we explain that the Institute's primary goal is to stengthen the arts and sciences. By demonstrating that a graduate education in the arts and sciences supplies one with knowledge and skills needed by business, industry, and government, the Institute encourages continued enrollment in doctoral programs at a time when the availability of academic teaching positions has declined. In other words, the Institute's programs provide our colleges and universities with a means of maintaining high scholastic standards.

To counter the second misconception — that such a program draws off the failures who could not make it in academia — we point to the fact that over 10 percent of Institute participants have been tenured faculty members. The urge to reconsider career choices and to redefine one's work in the world does not arise from failure, but from an honest readiness to seek new challenges. Through familiarity with our participants and from tracing their paths after they leave the Institute, we know that we are not working with disloyal scholars or failures.

Aside from the more intangible attitudinal changes that we need in order to survive, the Institute faces the very real question of further funding. To date we have supported our program half through participant fees and half through subsidies from the three supporting University offices. Institute costs for the six-week program run approximately $4,000 per participant; we have charged between $1,700 and $2,000 for the first four years. The University has been subsidizing our efforts, but funding is never assured for the future, let alone monies for expanded efforts.

We have investigated foundation funding, but find that most foundations provide seed money for starting up new programs, rather than funds for maintaining programs already under way. We have also sought support from business and industry, those who are benefiting from our services, but their response has been disappointing given the time devoted to this task. Since the practice of hiring Ph.D.'s from the arts and sciences is still new, it is unrealistic to expect substantial financial support from business and industry at this point. Many people in business consider it a risk, and will not honor a request asking them to pay for taking that risk. Furthermore, many major corporations donate large sums of money to universities like Virginia without stipulating how the money should be distributed. Corporations are thus unresponsive to requests for additional funds, feeling that it is the universities' duty to divide the contributions among those programs most directly beneficial to the corporate world.

As awareness of the advantages of a program like ours grows, we will see a greater portion of our funds coming from businesses. So far, we have succeeded in creating a supply of bright, confident job applicants for these organizations, but we still need to create a steady demand within business and industry for the type of employees we can offer. Until that time, other sources of funding must be found.

A recent trend in the payment of Institute fees suggests another means of future support. To date, four participants have convinced the universities at which they teach to sponsor them at the Institute. A strong case can be made to parent institutions that the Career Opportunities Institute provides managerial and career development training that enhances an employee's role as a faculty member and an advisor to students. Institutions willing to sponsor faculty members for the six-week program will find that their support boosts faculty morale by enabling individuals to determine where their own most challenging career options and genuine interests lie, and by enabling them as well to counsel students more effectively on these matters. Although the four faculty members who participated in the Institute had not been denied tenure, others facing that eventuality might request outplacement assistance to attend.

For those individuals and institutions establishing a program similar to the Institute, several recommendations come to mind. First, a broad base of support within the institution is essential. A program like ours must not be considered a pet project of one school or a few people in a university, but must be viewed as a broadly based university program.

Second, that broad administrative base must be buttressed by the strong support of key administrators in the university. The support of several influential people in positions of responsibility increases the likelihood of the program's success because one of the major tasks in keeping it alive is winning over skeptics at one's own school.

Third, a program like ours must be established before a crisis appears. If the timing of the program makes it seem to be a response to bad times, it will never shed the image of a consolation prize. Potential participants will shy away because of the negative connotations the program carries. It needs instead to be conceived, run, and presented with a spirit of optimism and a positive view of the changes it represents.

Fourth, a new program must adopt the attitude of a neutral party toward the future of its participants. It should not advocate career transitions into business or government for their own sake, but rather support thoughtful, intelligent career choices regardless of the direction they may take. This attitude enhances the program's credibility.

Finally, a new program must establish from the beginning a long-range financial plan that enables the project to become self-supporting. As mentioned earlier, funding sources are not always readily available. In the beginning, enthusiasm for the program may be sufficient to sustain the interest of faculty and staff; however, it will soon dwindle if it becomes apparent that in the years to come money and other resources will be scarce. In order for programs like ours to succeed in communicating with business and industry, they need at the minimum three years of guaranteed budgetary support. Less than that and they may achieve very little in the way of long-standing results.

One final observation about potential problems in the organization of a career assessment program is worth mentioning. Some program administrators have been junior staff members hired specifically to run the program. They have not always held any other long-term positions elsewhere within the university. Their standing at the university depends on the existence of the program and, vice versa, the running of the program depends upon their specialized expertise. If they should lose or leave their jobs, that expertise goes with them. This risk only heightens the need for developing long-range plans for programming and funding.

Summary

Virginia's Career Opportunities Institute, still in business in its fifth year, cannot claim to have solved all the problems mentioned above, although we have met many of them head on. We can proudly report that we have managed to influence the lives of almost 200 Ph.D.'s in the arts and sciences. We have succeeded in communicating our mission to numerous academic faculty and administrators, here at Virginia and elsewhere, who are beginning to revise their sense of the usefulness of a Ph.D. We have begun the slow and arduous task of educating representatives of business, industry, and government by introducing them to the benefits of hiring Ph.D.'s.

Corporations and government are facing new challenges today.

Company diversification and multi-national conglomerates mean an ever more complex management structure. Increased foreign competition and cooperation mean an increase in the numbers of cross-cultural exchanges. And new information technologies, sweeping every phase of business, industry, and government, mean that every company or agency is in the business of communications.

Ph.D.'s in the arts and sciences have been trained to deal with complexity, with cross-cultural exchanges, and with the demands of effective communication. In these ways, as in many others, the rapid changes overtaking the world today make the Ph.D. a more desirable executive job candidate than ever before. We at the Institute see these possibilities — or perhaps we should call them necessities. It is our job to convey these ideas and their urgency to others. It is a way to help improve the world.

In the following essay the author, an alumnus of the Career Opportunities Institute, expresses the mixed emotions concomitant with his career change from religious history to big oil. He also expresses the satisfaction he now enjoys both in business and in the links he maintains with his scholarly work.

Keith E. Norman

Senior Organization Consultant
The Standard Oil Company of Ohio

My experience in moving from academia to business is somewhat atypical because I made the transition directly from graduate school; I never had a real teaching position. This was not the way I planned it.

After eleven years of college, I was ready for a job. But I didn't want to leave the university. I'd always enjoyed it and looked forward to academic life on the other side of the lectern. I went to graduate school on scholarships and did reasonably well. I loved my area of study and enjoyed working with students as a teaching assistant. Although I knew there was no shortage of college professors in my field (religious history), I was confident that my career would proceed as planned.

As I started my dissertation, however, openings were even scarcer than I had imagined, and almost nonexistent in my specialty. Eighteen months and about fifty applications later, I had been granted only one job interview, and I wasn't selected. I now had a Ph.D. and a wife home with two small children, but no more GI bill and no more fellowships or teaching assistantships. The succession of part-time jobs was becoming distasteful. I had made it to the plateau of scholarly accreditation with nowhere to go.

Thus it was in a state of desperation, if not despair, that I followed up on a notice on the Dean's door about a new program for Ph.D.'s in the humanities and social sciences — the Career Opportunities Institute at the University of Virginia. At least the University was not too far away — I could commute during the week without moving my family — and the tuition seemed ridiculously low, although at the time even a minimal fee presented a problem.

Up until the day the six-week program began, I was hoping desperately that some school — any school — would call. I drove up to the beautiful campus in Charlottesville depressed, and felt vaguely claustrophobic at the opening social. Maybe something would turn up and I could drop out midway. My conversion was nevertheless swift and permanent. Within a few days I became convinced that I had much to offer the business world, that I could get hired, and that I would be paid more than I had ever imagined when my sights were set on the campus. It was exhilarating to think about the prospects.

Still, I had no idea where to channel my efforts at developing a new career. One of those exhaustive interest and inclination questionnaires that career guidance counselors delight in administering indicated that I would be most fulfilled in life as a mother, an undertaker, or a college professor. This was getting me nowhere. I needed to get some new ideas, to break loose from my restricted way of thinking about my future. The real value of the Career Opportunities Institute for me was the help it provided in redirecting my thinking about careers, which I believe is even more important than the business orientation courses it offers.

I am admittedly biased in favor of the extra-curricular features of the Institute. Among them was a luncheon guest speaker series which brought a wide variety of industry and government representatives to campus to tell us about their fields and answer our questions. Several had themselves made successful transitions from teaching to nonacademic careers, and thus served as sources of inspiration as well as information. The reason for my particular fondness for the guest speaker program is that one of the speakers eventually hired me.

He was the Vice President of Employee Relations for The Standard Oil Company of Ohio, and was in fact looking for an administrative assistant. Since I had spent two years as an Army personnel officer, I wasted little time in introducing myself. He seemed interested, and I scrambled to throw together a resume in the next few days. Within a week after the summer Institute ended, I had a job offer with a salary double that of most of the teaching jobs I had applied for.

Again, my transition has been atypical in its smoothness and rapidity. I did not have to go through months of searching and networking to achieve the right fit. So far my business career has gone well, and I feel I have progressed satisfactorily in the past three and a half years. My job makes use of my creative and analytical skills, and pays a salary I once never dreamed of earning. My work is vital to and appreciated by my superiors. I am too much of a family man and bookworm, though, to become a workaholic striving for the top. I rarely take work home. Commuting by bus allows me about an hour and a quarter of "free" reading time per day. I have published a few articles and numerous book reviews in my scholarly area, so I don't feel that I have abandoned my intellectual interests.

Although I do miss teaching, the following anecdote confirms that I am happy with the choice I made. As we were making preparations to move just after I had accepted my new job in Cleveland, I received word that a good school in the East had an emergency placement problem and wanted me to call. Just a few weeks earlier I would have jumped at the chance with a great sigh of relief. Now I only smiled with a perverse sense of satisfaction. I never returned the call, and I don't regret it.

Looking within herself and at the worlds of academe and business, Dr. Mehl, a graduate of the Career Opportunities Institute, discusses her career transition as a creative and poetic process. She continues to teach in her new job with Potomac Electric Power Company.

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Jane R. Mehl

Training Specialist
Potomac Electric Power Company

Reflecting on some personal aspects of my career transition, I recall the thoughts I recently shared in a career management program I teach. At the time, I emphasized that we must all establish a sense of individual purpose when designing any plan for success. To derive as much satisfaction from life as possible, we must consider our goals, values, and beliefs, and at one time or another, in our own way, we must pose the essential questions in order to develop our full potentials.

In trying to meet this challenge myself, I have discovered a link between the academic and nonacademic worlds. When I began my career transition I had to assess my knowledge, skills, and experiences — and then search out new professional opportunities compatible with them. I enjoyed comparing this exploration to that undertaken by the poet, whose mastery lies in transcending convention in a highly individual manner. The poet seeks to convey his innermost being as a unique expression of style. What else was I doing!

During my transition I sometimes saw myself as such an artist, shuttling between two phases of development, drawing upon the sources of the past and poetically transforming them as I entered a new period of creativity. The central themes of my transition, which the Career Opportunities Institute at the University of Virginia helped me set forth and transpose, focused on continuity and change. Let me briefly explain.

In order to gain self-confidence in making career-related decisions, I began by examining my values. As I weighed their importance, I discovered that some were no more than adaptations of tenets espoused by my former colleagues. Moreover, those job characteristics that had been the most gratifying to me as an academic could be found in numerous nonacademic settings as well. In fact, the beliefs that had contributed most significantly to my sense of professional fulfillment were beliefs that transcended the formal academic setting. No matter whether I am inside or outside academia, I clearly believe in the unique importance of each person, I am committed to intellectual excellence, and I take pride in helping others develop intellectually and creatively.

Once I had examined my values, I proceeded to the next phase of the transition process by assessing my skills and abilities. To my surprise, I soon realized that many critical skills necessary for the career alternatives I was contemplating were already mine. To be successful professionally, one must excel at gathering, organizing, and evaluating information; one must be equipped to analyze and solve complex problems, to communicate ideas and results, and to relate to people. Without my having first recognized it, a natural bridge between my "narrow" academic and nonacademic careers was already firmly in place! I had only to redirect the customary problem analysis, organizing, decision making, researching, writing, teaching, and counseling.

In the months following my time at the Institute, bolstered by some newly acquired confidence in old skills, I entered the search-and-exploration phase of the process. I set personal goals, gathered information about alternative careers, talked to informed people, and finally narrowed my focus to specific jobs in the human resource area. At the same time, I continued to evaluate the priorities I had established as an academic — to my surprise once again, I found that they had either assumed new meaning or become irrelevant.

As I talked with people about what their jobs entailed I gradually gave up one of my strongest biases: that nothing in the "outside" world compares favorably with the intellectual challenge or the emotional fulfillment of an academic career. Furthermore, I was delighted to find that many of the people who interviewed me had already put aside their own stereotypes about academics. In fact, the person who eventually became my manager (a retired Marine colonel) was so intrigued with my generalist and humanist background that we spent most of the interview discussing a shared interest in poetry. When he offered me a position as a training specialist, I knew I had found a career in which I could continue demonstrating my concern for the individual by enhancing the quality of worklife in the corporate world.

When I accepted this position, I realized that my challenge would be as stimulating as any research or teaching assignment I had undertaken at the university. I strove to maintain a sense of continuity with my professional past as I confronted the challenge, gradually discovering that the academy and the corporation share organizational concerns related to career development issues. Having recognized that, I determined to create for myself a situation wherein I could facilitate people's career growth. I found that in both the university and the private sector, people want their professional lives to be as personally satisfying as possible. But personal satisfaction and motivation may go hand-in-hand. As Thomas Watson, Jr. suggests in describing his experiences at IBM:

> One may speculate at length as to the cause of the decline and fall of a corporation. Technology, changing tastes, changing fashions, all play a part. . . . No one can dispute their importance. But I question whether they in themselves are decisive. I believe the real difference between success and failure in a corporation can very often be traced to the question of how well the organization brings out the energy and talents of its people.

Although in institutions of higher education faculty career development is only now beginning to receive the attention it deserves, many organizations within the private sector have already designed formal career management programs as part of their overall human resource management systems. Recognizing that productivity is intimately linked to employee job satisfaction, my present employer, Potomac Electric Power Company in Washington, D.C., has begun to implement a career management system. PEPCO hopes to maximize employee skills and talents in a way that will increase motivation and productivity. Because of my own transition, I was chosen to be part of the company's effort.

In the career management workshop that I teach, employees learn that they themselves must assume primary responsibility for their career development and job satisfaction. Through a program that "brings out the energy and talents of its people," I help workshop participants clarify their values, identify their talents and development needs, and plan the enhancement of their skills on the job in a manner consistent with their interests and beliefs. In my brief experience teaching this workshop, I have observed significant successes. As a result of the workshop several employees are now making lateral moves to new jobs within the company; others have left PEPCO in the hope of finding an organizational culture more compatible with their values and career goals. Most significantly, overall communication between managers and employees about job-related and career-related issues has increased. Through my extensive involvement in our program, I have been able to use my experience to help others identify new opportunities for self-fulfilling, challenging work.

As I look back over the events of the past three years, I think of the support that I have received from the Career Opportunities Institute, from colleagues, friends, and family, and from my department manager. I hope to provide, in turn, some small inspiration both to those whom I train and to those in academia who are themselves contemplating similar transitions. Perhaps they will draw on aspects of my experiences and decide, like the poet, to transcend convention. For me the changes I have undergone are aptly expressed in the seventeenth-century verses of Robert Herrick:

> Praise they that will Times past, I joy to see
> My selfe now live: this age best pleaseth me.

"The Present Time Best Pleaseth"

Dr. Moore serves on the Career Opportunities Institute's Advisory Board. Before joining Alexander & Alexander in 1977, he was a tenured associate professor on the graduate faculty at the University of Maryland where his research and teaching focused on interdisciplinary courses in the English and history departments. Dr. Moore feels this background prepared him especially well for his own move to business. As his observations below make clear, however, a potential career changer needs to be aware of some important differences between the academic and nonacademic sectors.

Robert H. Moore

Corporate Vice President
Alexander & Alexander Services Inc.

These brief observations summarize comments which participants in Virginia's Career Opportunities Institute (COI) have cited as particularly helpful. I met with participants during visits to the University of Virginia where I served on the COI Advisory Board, as well as during group and individual visits they made to our Washington office.

- One of the most difficult hurdles to overcome in resume writing is the "give me credit for my accomplishments" or the "come to terms with me" syndrome. You understandably want credit for past academic achievements, but a listing of publications and scholarly activities is not very helpful to potential employers.
- A considerable amount of time and pain is required to convert an academic curriculum vitae into a resume which reflects transferable skills and demonstrates how you can be of value to an employer. Your accomplishments and talents must be translated into prospective employers' language and related to their needs. You must communicate what you can do for them.

- In addition to diligent soul searching and multiple revisions, a good resume can be greatly aided by conversations with potential employers. This is particularly true of employers in private sector, profit-making organizations. Such discussions can help you understand their language and frame of reference. You can also learn the specifics of their business. This ranges from work routines to how people in a particular industry or organization think and feel about their jobs.
- Although it has become a cliché in recent years, the notion of "networking" can be very productive. As in most things, the toughest part is really doing it. You have to **do** the networking, make mid-course adjustments, and keep at it.
- In academe, you can frequently score important points by demonstrating a quick wit, glibness, and a highly refined critical facility. In business, if these qualities are displayed too often, they may be more of a handicap than an asset. Corporate managers and executives will grant that you are probably intelligent and articulate. However, they are also interested in seeing if you can fit into their organization, be a team player, demonstrate a practical grasp of their business, and accomplish those tasks that need to be done for the business to operate in an efficient and profitable manner.
- Unlike the academic world where independent and highly individual work may be essential to professional success, the corporate environment emphasizes cooperative effort. Pride of authorship can undermine the working relationships with colleagues necessary for such effort.
- Many academics experience difficulty in adjusting to economic accountability in business. Business organizations are inclined to have much more explicit standards of judgment and accountability than many academics are accustomed to. They must make a profit in order to stay in business. Profitability is visible and measurable; thus, it tends to dictate pay raises as well as job tenure.

THE UNIVERSITY OF CALIFORNIA AT LOS ANGELES

Program Title: Transitions: Careers in Business for Ph.D.'s

Summary Description of Program: Transitions is a six-week summer program designed to assist Ph.D.'s in the social sciences and humanities to explore career options in business. Participants receive an intensive introduction to business topics provided by classes in finance, accounting, economics, marketing, computers and information systems, organizational behavior, and business strategy. In addition, participants receive extensive exposure to the business world including internships in business settings. Career planning activities explore personal interests and job opportunities and culminate in a week-long process of meetings with corporate recruiters.

Eligibility: Ph.D.'s in the social sciences or humanities (some A.B.D.'s accepted)

Number of Years in Existence: Program was offered in 1980 and 1982

Average Yearly Enrollment: 25

Length of Program: Six weeks

Tuition or Fees: $1,450 in 1982

Housing: No on-campus housing provided

Contact: Patricia Katsky
Director, Careers in Business for Ph.D.'s Program
Graduate School of Management
The University of California at Los Angeles
Los Angeles, CA 90024
(213) 825-2525

Transitions: The UCLA Careers in Business for Ph.D.'s Program

Patricia O. Katsky
Director

"Transitions '82 has been one of the most meaningful experiences in my life thus far, and will undoubtedly become among the most memorable ones . . . As I reflect on what the program provided for me, three things stand out – significant personal growth, the acquisition of knowledge and skills important to my professional development, and meeting a few superb human beings who gave so much support, caring, and enrichment to me."

Quote from a program evaluation
by a participant, 1982

The UCLA Careers in Business for Ph.D.'s Program, offered in 1980 and 1982, was a highly innovative educational effort which went beyond imparting limited information about the business world to help participants successfully structure major life changes. This article is directed to educational administrators who are considering how to assist social sciences and humanities Ph.D.'s in addressing alternative career options. To this end, it provides direct "nuts and bolts" information on the program, and goes further to discuss some of the less tangible aspects which were crucial to the program's success.

The article begins by describing the program itself, including the applicant selection process, the faculty selection process, the curriculum (including academic and nonacademic components), and the career counseling component. The next section provides information on how the program was situated on the UCLA campus. The last section examines some of the more subtle social and psychological dimensions of the career transition process and concludes with some personal reflections by the director.

The Program

1. Selection of Applicants

The program received approximately four applications for each of the 25 available positions in both 1980 and 1982. In addition, several hundred inquiries were received each year since 1980, and these continue. To select among the applicants an admissions committee was assembled composed of Management School faculty and administrators, the Management School placement director, and business executives.

The applicant pool as a whole was highly intelligent and achievement oriented. In fact, any attempt to differentiate among them on the basis of academic accomplishments in their widely varying fields would have been most difficult. Instead, the admissions committee reviewed self-descriptive essays modeled after those required in the MBA admissions process. For example, applicants were asked their reasons for wishing to begin business careers and their sense of their potential strengths and weaknesses as managers. These responses were evaluated in terms of motivation to make a transition, evidence of prior efforts to learn about alternative career options, clarity of thought, communication skills, and evidence of interpersonal ease and sensitivity. Although applicants were not expected to have developed a clear career direction, the committee looked for applicants who had shown initiative in thinking through their opportunities.

An initial screening of the written applications led to the selection of a group for interviews. Each candidate was interviewed by a team composed of two people: one academic, usually a Management School professor, and one business executive. Applicants were rated on their perceived ability to function effectively in a business environment, their motivation to make the career change, their degree of self-awareness and realistic self-assessment, and the fit between their interpersonal style and the styles most prevalent in the business community. The highly subjective character of these criteria necessitated the team interviewing strategy in which interviewers could discuss their reactions with each other.

2. Faculty

In the first year of the program, an advisory board composed of academics and business executives was created. Academic members came from the social sciences and humanities, as well as the Management

School. Recognized leaders on the Management School faculty who possessed demonstrated teaching ability and who were interested in participating in the program were selected as instructors. A majority of the faculty chosen became quite involved with the participants, many offering emotional support and assistance in locating jobs. Some remained in touch with participants after the program.

Perhaps not surprisingly, a few professors mentioned that they were somewhat nervous about teaching a roomful of other academics. When asked to reflect on the differences between this group and their MBA students, several mentioned the value of the greater conceptual ability of the Ph.D.'s, stressing that after only brief exposure to their content areas the participants' questions and reflections on the material were quite superior.

The participants were enthusiastic about the quality of the faculty. One commented in a program evaluation: "I believe the strength of this program is in its faculty. I was impressed by the high quality of teaching and the sensitivity of the instructors to our group's unique needs." Another observed: "Exposure to quality Management School faculty has been stimulating and productive for me. Such exposure has provided insights into content areas [and] . . . constructive avenues to follow in learning these areas . . . from individuals who are at the cutting edge of their chosen fields."

3. Program Curriculum: Academic Components

Review of curricula offered in similar programs around the country served as a basis for decisions about program components. The more traditional educational components of the program provided the opportunity for participants to acquire rudimentary understanding of a range of business concepts and to acquaint themselves with the business vocabulary. The academic part of the program was structured as a series of short courses concentrating on specific business areas such as marketing, finance, accounting, economics, computers, organizational behavior, and business policy. An international business component was added at the request of the first group of participants. Most of the courses met for twelve hours in class. The organizational behavior course attempted to blend an exploration of theoretical concepts on individual and organizational functioning with practical experiences designed to connect these theories to the personal realities of the participants. The other courses used a mix of lectures and case-style presentation of material. Although a number of the participants initially expressed anxiety about the mathematical skills required, none experienced any lasting difficulty in this area. In fact, several humanities participants expressed their enjoyment of the "mental stretching" the mathematical calculations required.

4. Business Immersion

The program strongly emphasized the immersion of students in actual business environments. This was accomplished by arranging extensive contacts with business leaders and by developing individual internships.

A formal series of luncheon speakers included a number of high level managers who talked about issues facing their industries, jobs currently performed by social science and humanities Ph.D.'s in their businesses, and larger issues such as the relationships of the business community to government, to special interest groups, and to the consumer. These speakers were selected primarily for their quality of mind — their ability to offer thoughtful, sophisticated analyses of major topics in the business world. At a more practical level, participants met informally with executives in a series of twice weekly wine and cheese receptions organized to highlight a particular career or industry area. Typical receptions included those for executives in a given industry such as entertainment, consulting, banking, and high technology, as well as those for executives from particular functional areas, such as human resource management, marketing, and financial management. Participants were encouraged to visit these executives for informational interviews. Many of the executives attending these receptions became enthusiastic enough about the program to urge their companies to hire graduates.

For the participants, these meetings helped to break down stereotypes about business people. One observed: "Somewhat to my surprise, I found the members of the business community bright, energetic, and **even** intellectually stimulating." [Emphasis added.] After so much worry about the business community's potential stereotyping of Ph.D.'s, it was instructive to observe that hasty generalizations were not the exclusive province of either side.

Internships formed perhaps the most unique aspect of the UCLA program. Each participant was placed in a setting which allowed exploration of a possible major career interest. Each of the six Fridays in the program was devoted to internship activity. In some instances, actual projects were conducted. In others interaction was less formal, with the main company contact serving as a mentor for the intern, facilitating access to appropriate managers in the organization and to important organizational events. As can be imagined, the internships were extremely time-consuming to establish and manage. They did, however, provide some excellent learning experiences. Participants were asked to keep a journal about their internships. One student wrote: "The internship provided a real context to test out my self-evaluation . . . . [It] supported my belief that we (businesspeople and academics) perform many of the same activities, but talk about them differently." Another commented: "The opportunity to explore the corporate world at close range was invaluable." A third felt that it reduced anxiety about making the change to business: "[It] eliminated the personal intimidation factor." On the negative side, the lack of structure in the internships led to differences in the levels of commitment and expectation on the part of sponsoring organizations. In some settings, interns received insufficient assistance in using the time to fullest advantage. This problem is inherent in any internship program.

5. Career and Job Search Counseling, and Job Placement

In addition to formal academic coursework and exposure to business jobs and personnel,the participants received a coordinated body of information on careers, guidance in formulating career goals, and assistance in developing a strategy to achieve these goals.

The program's career search component began with participants exploring such personal factors as their major life goals, their preferred activities, the degree to which work is a central focus in their lives, their need for variety, their level of drive and ambition, and their ability to tolerate stress and ambiguity. They were encouraged to view these exercises as a means of developing an overall life plan, not as direct preparation for a particular job. The self-exploration was worthwhile partly because participants discussed these factors with others. One student wrote: "A most valuable component of the program . . . has been the deep level of friendship developed within the group. We have taken the time to . . . share our successes and frustrations, doubts and concerns, hopes and fantasies about corporate and personal life. I have rarely had the pleasure of working closely with such capable, articulate, sensitive people. I have enjoyed having time to develop special friendships. . . this was a real gift to me." Other aspects of the career search component included lectures on typical career paths in various industries and functional areas, panel discussions with corporate recruiters on what they look for in a resume and in an interview, discussions with Ph.D.'s who had made the transition to business careers, and personal assistance in developing a resume.

Job placement activities were organized into informal job fairs which enabled corporate recruiters to meet with all participants and to make further arrangements for individual contacts as appropriate. This approach was an efficient use of recruiters' time since often they were not looking to fill particular jobs, but rather for a certain type of individual who might fit into their organization in several possible areas. While a number of students were hired for predefined jobs, perhaps half of those placed moved into positions which had been tailor-made for their capabilities. This fact confirms the value of the job fairs which allow maximum exposure of participants to recruiters and managers with hiring authority. (See the article by Gretchen Thompson on p. 91.)

As might be expected, job placement efforts were most successful with those students who intended to reside in the Los Angeles area. Formal studies of placement were not undertaken in either year. However, participants became a close-knit group that stayed in touch with program staff so some information about the initial phase of their new career paths is available. In the 1980 class, everyone who wanted a job in industry got one. Economic conditions were not so favorable by the time the 1982 class graduated. Their job searches were generally longer and placement more difficult. Also, the 1982 group included a higher proportion of students from outside the Los Angeles area where most of the program's business contacts were based. In both classes a number of participants elected to remain in the academic world.

Background and Campus Positioning of the Program

The UCLA program received its initial impetus from the Executive Vice Chancellor, Dr. William Shaefer, who included the concept of retraining humanities and social science Ph.D.'s in his plan for UCLA in the 1980's. Several strategic linkages were developed to ensure that this plan was carried out.

Initial planning meetings included faculty from both the Management School and the humanities and social science areas, members of the business community, and university administrators. The Chancellor's office provided partial funding for the program. A business and academic advisory panel was assembled to assure a close connection between potential employers and the university. Day-to-day supervision of the program was delegated to the Management School. The campus Placement Office was approached in order to enlist the involvement of the placement officer in the Management School.

The range of interests and objectives represented by the above groups is quite large. The difficulty of developing communication channels among them was significantly out of proportion to a six-week program serving 25 students. Such channels were nonetheless necessary for successful program implementation. Every effort was made to distribute "ownership" of the program as widely as possible among the relevant on-campus groups and individuals. Differences in perspective did influence the ability of these groups and individuals to work together effectively, however.

Many professors in the social sciences and humanities were committed to helping their graduates find jobs, yet at the same time were ambivalent about "losing" their students to nonacademic careers. For example, some faculty told program participants that they were selling out, abandoning their academic calling. These remarks heightened participants' feelings of confusion, guilt, and anomie, making their transitions more difficult. Other professors from these disciplines saw the program as leverage for their students to gain greater access to the Management School in general. They suggested development of expanded programs in management for their doctoral students. The Management School faculty, by contrast, viewed the program as requiring a great deal of expenditure of effort and resources for a relatively modest payoff. They were also aware, however, that the program constituted an opportunity to strengthen their relationship with the Chancellor's office and with faculty in the humanities and social sciences.

The resources necessary to mount the program were for the most part easily obtainable within the Management School. The school's experience in running programs targeted for specific audiences, such as the Executive Education Program, proved helpful. Instructors interested in the challenge, and the extra income, were readily available. The fact that the program director is also director of the Management School's Management Field Study Program, which assigns 400 MBA's each year to projects in sponsoring companies, was of significant value in generating business support for Careers in Business. Moreover, before the program began the director of the Management School Placement Office had been conducting seminars for educators hoping to move into industry.

Social-Psychological Aspects of the Transition Process

A thorough exploration of this topic is beyond the scope of this paper. Addressing the social-psychological effects of career change with program participants, however, is crucial to their successful transition. Although each participant is unique, certain trends and issues emerge which affect almost every student's progress through the program.

1. Program Phases

Each class tended to move through several distinct phases. Although it had been anticipated that the first phase for many would involve some "mourning" over the loss of their identity as academics, this phase did not occur at all in many participants, probably due to the prior screening of applicants on their motivation and the degree to which they had already begun searching for an alternative career. Those who did express regret early in the program expressed it only mildly. A more typical first stage was a mixture of elation and fear — a honeymoon period of intensity mixed with anxiety. These emotions created the potential for strong bonding both among group members and to the program as a whole. To think of the program as a typical educational event is to miss entirely this more intense, emotionally involved flavor.

The inevitable euphoria of the first couple of weeks gave way to a more sober period during the middle of the program. After observing this phenomenon in the first program, we decided to capitalize on it in the second. We scheduled a career-focusing week in the middle of the program to take advantage of the reflective character of this stage. During the week participants listened to panels of corporate recruiters talk about what they look for in resumes, composed their own resumes, practiced interviewing techniques, attended lectures on developing job search strategies, and received private job counseling to develop an agenda for their personal job search process. This variation in pace seemed valuable to the participants, many of whom were burned out by the heated pace during the first few weeks of all-day classes, homework assignments, and evening receptions.

Toward the end of the program participants began to group themselves based on their increasing awareness of whether or not they intended to go ahead with the transition to a business career. Some began skipping classes in order to conduct informational and job interviews, suggesting that a lighter class schedule toward the close of the program might be appropriate. Students exhibited some emotional withdrawal from their colleagues as the reality of their changing situations hit home.

2. Social Support Networks

Efforts were made throughout the program to assist participants in getting to know each other through self-disclosing exercises, scheduled free time to meet in small groups, and group assignments in courses. These experiences created small support groups for the participants and provided a model of the group-oriented approach of the business world. Participants were advised to maintain this uniquely valuable camaraderie because as transitional people, "marginal men" in the sociological sense, they would often feel alienated and misunderstood by both their business associates and their academic friends. Many later reported that they did experience this isolation, and most have retained the supportive friendships developed during the program.

3. Transition Styles

Participants were encouraged to consider jobs that would make use of their Ph.D. skills, such as positions in human resource management for those with social science or psychology backgrounds, or political risk analysis for those from the political science field. Combining academic interests with a nonacademic job in a related area led to some of the most successful transitions, including a film Ph.D. who now heads an in-house video department for a major energy agency, and a professor of Middle Eastern languages who parlayed his linguistics ability into a lucrative consulting practice. Another strategy was to draw on earlier vocational bents. Several participants embarked upon entrepreneurial ventures in fields that had attracted them prior to their doctoral studies, including manufacture of specialized home care products for handicapped children and development of video games. In some cases participants accepted employment in areas such as banking and high technology management which were far removed from their life interests and disciplinary backgrounds. These people generally were channeled upon hiring into corporate training programs designed for entry-level MBA's.

4. Personal Reflections on the Program

A personal concern for me as director of the program was that I might be responsible for having negative rather than positive effects on the participants' lives — that participants would look back after several years and feel they had made a mistake in changing careers. Four years after the first program, I'm relieved to report that this is not the case. Although many have had ups and downs in their nonacademic careers, none seems to regret the move or feel that a central part of the self has been violated by this change. Perhaps participants avoided these negative emotions because of the constant emphasis on the importance of developing inner knowledge, of taking control of one's own transition and evaluating it at a deep personal level. The program staff did not push participants to complete a transition, although their fellow participants did. It often seemed as though small cohorts of participants needed each other to validate and strengthen their own internal commitments to change.

A personal reward for me was the chance to get to know an outstanding group of individuals in an unusually revealing way. During a time of transition people are particularly open and vulnerable. There is potential not only for much pain, but also for dramatically accelerated personal growth. I felt privileged to be part of this growth, and I am pleased that I developed a number of close and enduring friendships in the process.

Dr. Lund has held tenured senior faculty and academic administrative positions. He explains here how his interest in applying academic theory led him to venture a career switch to business.

Nick L. Lund

Senior Business Administrator
TRW Space and Technology Group

A common theme throughout my undergraduate and graduate study, and my academic work since then, has been an emphasis on applied theory. This emphasis was reflected in the courses I taught, e.g., research methodology, statistical analysis, and physiological psychology, and in my approach as head of an academic department. In recent years, I developed an interest in the application of psychological principles to business. Thus, I was quite interested in the UCLA Careers in Business for Ph.D.'s Program which focused on the interface between individuals with degrees in the humanities and social sciences and the business management process. Initially, my goal was to apply the program content to the courses I taught. As I moved through the program, however, the potential for my own personal and professional development in a corporate setting became increasingly apparent.

Thus, after fourteen years as an academic I decided to move into corporate business management. During my academic career I was promoted from asssistant professor to professor and had served five years as an academic department chairman. The transition from a stable, tenured, senior faculty position in which I was relatively autonomous in decisions regarding my teaching and research, to a management position in a large corporation with a well-defined organizational structure, continues to be a complex and dynamic personal process, requiring careful monitoring of and sensitivity to interpersonal business relationships.

My background in mathematics and psychology has been useful in the transition. I am taking selected MBA courses in addition to learning about business planning and implementation systems on the job. To date no system has been too difficult to master although each has its subtleties. Even more complex are the intricacies of corporate political structure which demand finely tuned personal and organizational skills. Political interplay is certainly a feature of academic environments, although it may be less obvious there than in the corporate sector. From the perspective of one accustomed to academe, corporate politics seem significantly more pervasive and competitive.

For a person who takes pride in his work, learning complex, detailed new systems in a short time creates stress. I have experienced a variety of physical manifestations of this stress; such symptoms are almost certain to appear in any radical transition period. My training in physiological psychology and stress management increased my awareness of the stressors and helped me determine appropriate stress reduction techniques.

Because my transition began formally just a little over a year ago, my judgments and observations regarding the process are, as yet, tentative. Nonetheless, I am convinced that individuals with strong analytic and problem-solving skills, who are also sensitive to interpersonal dynamics, can make a valuable professional contribution to business. High levels of drive, risk-taking, personal energy, and dedication to task are required. People I work with are receptive to quality individuals regardless of their background, although one has to prove that he or she can work well in a team effort and can responsibly produce a real product in a timely fashion.

Securing the initial opportunity to prove that capability is not easy. In my opinion, a definite commitment to a career in business must be made prior to any job interview. This decision requires in-depth understanding of one's strengths, weaknesses, motivations, and goals, and the relationship of these personal factors to the requirements of the business world. Without such commitment, one lacks credibility and perpetuates the stereotype of the ivory tower professor unwilling or unable to deal with the expectations of the "real" world.

The following piece by a Ph.D. in Comparative Literature and graduate of UCLA's Transitions program is composed of three distinct kinds of writing. The author entitled this piece "Forms of Literary and Managerial Life." It begins with a letter to a fellow Transitions alumna in which the author shares her perceptions of a play she has just seen. The middle section analyzes the play's themes and the letter in relation to the writer's own career transition. The conclusion recasts the message of the letter in a business memo. As a whole, the essay reflects the author's conviction that her literary and business sides are dual aspects of an integrated "bi-cultural" identity.

Janis Forman

Director
Management Communication
UCLA Graduate School of Management

Dear Beth,

Last night I saw *Nuts* with Nick Lund. You have got to see the play. A young middle-class woman, turned prostitute for assorted complicated reasons that include not wanting to "pay" emotionally for living off money borrowed from her parents, stands trial to prove her sanity so that she won't be committed to Bellevue for life. In doing some of her own legal research, she unearths the procedures whereby the courts, the hospital, and her parents can keep her incarcerated for "treatment" through invoking the required legal definitions of "nuts." I think of what you've taught me about how one needs to look at any labelling of people (e.g., sane/insane designations) within the context of the systems in which people grow up, live, and work.

One of the timely themes of the play is the potential hazards of socialization into the professions as seen in the main characters' rigid and narrow definitions of themselves through their professions. Lawyers, psychiatrists, and father/product manager are no more than the professional or familial roles they cling to. No one's a person except for the woman on trial whose triumph is to unmask the others' distortions of her during the court proceedings. (She is a Cassandra figure, considered insane for seeing more than the others and more clearly, suffering Cassandra's pain but not her fate.) Her defense counsel is most himself when he's a feisty street fighter at strategic moments in the court battle or when he uses his sense of humor to score points. Nick pointed out to me how the lawyer's nervous energy is translated into his abrupt motions across the stage.

The psychiatrist sees the world through labels — paranoid schizophrenic's his favorite. His rigidity takes the form of god-like imperiousness about his judgments: after examining the woman for fifty minutes, he declares her unfit for society. His need to control also becomes apparent in the details he cites and his interpretations of them. For instance, he condemns his patient for behavior he finds outrageous — arriving at his office with her own pad and pen for taking notes on the session.

Before her stepfather revealed how he earned his living, I identified him as a plant or product manager thanks to our immersion in corporate cultures this summer. His testimony reveals that he raised the woman according to an incentive system: one dollar for cleaning the fishbowl, fifty cents for taking out the garbage.

In the woman's final speech, the climax of the play, she succeeds in demonstrating to the judge that she is responsible for her actions, including her decision to become a prostitute. The choice was an economic one, and the rhetoric she uses to describe her "business" reveals her to be the child of her stepfather/product manager.

The woman's dilemma and strength hit home. So did the theme of professionalism. What do we become through the organizations and professions we choose to enter? As I work through this job search, I wonder: what will I become through what I choose?

Best wishes,
Janis

Several themes emerge from this letter which I wrote to a fellow Ph.D. a week or so after I completed the Transitions program. First, the letter suggests the closeness that evolved among members of my class. A few reasons for this closeness come to mind. We were coping with issues of identity and profession, new ways of being and new ways of presenting ourselves and acting in the world. We were also going through bootcamp together — introductions to business people and months of MBA coursework condensed into a few weeks.

A second theme suggested by the letter is the kind of cross-fertilization of ideas that can occur between people trained in different disciplines who are brought together to learn a common body of knowledge none of them had studied before. As you can probably surmise, this letter was written to a clinical psychologist about a play I attended with Nick Lund, an experimental psychologist. Both of them had been part of my informal, self-selected group during the Transitions program. The four in our group (two Ph.D.'s in psychology, one in drama, and one in literature) worked together in analyzing cases for our courses and, more importantly, in thinking about the complexities of career change. We were drawn together by a need to comprehend the process we were going through as we went through it. What seemed secondary to me then but seems central now is that Beth taught me about family systems analysis; Nick, the connections between emotional stress and its biological manifestations; and Craig, the drama Ph.D., showed me how to "understand" people through imitating their facial expressions and body movements. My small group and the others in my class brought the frameworks from the disciplines they had steeped themselves in to bear upon the management subjects we were sampling. Since then, I've thought how much a marketing department could benefit from the psychologists' insights about consumer behavior, and a human resources division from the literary and drama Ph.D.'s knowledge of the roles of language in corporate communications. As strangers from other cultures, Ph.D.'s possess the intellectual awareness to see what the management school natives often miss.

Still another theme that surfaces in this letter is how one is socialized in the professions. Not until I immersed myself in management education did I see how my own socialization as a Ph.D. in literature both prepared me for business and initially limited my ability to adapt to it. On the pro side: with a flexible attitude, it seems to me that a "literary sensibility" not only can be translated into management contexts but can also contribute to business. Literary Ph.D.'s know how to "read" business environments for verbal and visual signs, discern clues about the nature of the organizational culture they work in, and develop credible personae for operating successfully in the commercial world.

On the con side: because a literary education fosters solitary scholarship and ignores the creative possibilities of collaborative work, a literary Ph.D. may have difficulty adjusting to the group work that's so common in business schools and on the job. Ph.D.'s who won't let go of the narrowing influences of their discipline will find it difficult, if not impossible, to make a transition into business.

Yet a fourth theme is the reflexive activity of bringing the new knowledge of the business world to bear upon one's "old discipline." In my case, my newly earned knowledge of "corporate cultures" enabled me to spot immediately the father in *Nuts* as a product or plant manager and to understand his way of making sense of the world. A good literary education helps one see the class, family background, and profession of characters in fiction, drama, or poetry; management education sharpened my awareness of how socioeconomic factors influence the psychology of individuals, their manner and their actions. Most important, seeing the play crystallized for me that I now had within myself room for both management and literary worlds. What is more, having this bicultural perspective led me to feel that my professional goal was to keep both literature and management in my life and to integrate the two whenever possible.

As a bicultural, I want to bring my literary background into the management environments in which I work. This means teaching management communication as a kind of translation between one functional area and another (e.g., financial analysts translating their jargon for marketing researchers) and between MBA's and the non-MBA world of businesspeople who may not understand "MBA-ese" and the concepts to which the jargon is tied. This means seeing the drama in corporate conflict. Shades of King Lear revealed in a small business under the thumb of its aging founder who is unwilling to relinquish control, though presenting himself to his subordinates as wanting to do so. Melville's Bartleby the Scrivener in the very few managers I've met who find their work to be meaningless. And this means thinking about the mythologies in *The Wall Street Journal*: chief executive officers of multi-national corporations as modern culture heroes; Silicon Valley as Paradise Found for technological wizards and late twentieth century Horatio Algers.

Thinking about literature as a businessperson, I see for the first time the full impact of economic realities on the conditions for artistic creativity, and this insight leads to new questions. What would Dostoyevsky's diaries and novels have been like if he'd had a business manager or was supported by a patron? How does the marketing of poetry and fiction constrain even major writers in their choice of subject and style?

And finally, as a bicultural I've begun to articulate literary and managerial knowledge in their respective appropriate forms, recognizing that each in isolation has epistemological deficiencies. Literary epistemology tends to be intuitive, expressive, metaphoric, affective, historical, and dependent upon an understanding of conventions. It focuses upon telling details — the stepfather/product manager's incentive system, the lawyer's abrupt movements across the stage, the psychiatrist's haughtiness. If I had been less concerned about my personal and idiosyncratic reactions to *Nuts*, these details and other reflections on the play contained in the letter at the beginning of this essay could have been easily incorporated in a drama review, an appropriate form for "literary knowledge." Management epistemology tends to shun what the literary includes. Instead, it is analytical and directed toward action. The appropriate form for "business knowledge" is the memo — a straightforward and terse communication the purpose of which is to cause or facilitate action. A memo on my letter at the beginning of this essay might read like this:

> To: Beth Milwid, Ph.D.
> From: Janis Forman, Ph.D.
> Subject: Transitions Follow-up
>
> I recommend that you see *Nuts* because the play:
>
> —shows the psychology of individuals as it is shaped by the social systems in which they grow up, live, and work
>
> —explores connections between personal identity and professional affiliation
>
> —serves as a touchstone for seeing how your study of management informs your psychological understanding.

The letter as drama review and the memo together constitute a fuller representation of what I find important in the play than either alone. For me, the binocular vision of literary imagination and managerial analysis is a truer perception.

Mr. Gerst received a B.S. in Industrial Management from California State University and an MBA from the University of Southern California. Since joining TRW, he has held functional and project positions in the Communications Division, the Computer Products Division, the Space Vehicles Division, and the Space Systems Division. As his comments indicate, he has hired two Ph.D.'s from UCLA's Transitions program.

Irwin H. Gerst

Director
Business Operations Development
TRW Space & Technology Group

In the Spring of 1982 I was asked to speak to a group of Ph.D.'s attending the UCLA Transitions program. I talked to the group about business management in a high-tech organization. Later that summer I met with them again to discuss job opportunities. The end result was that I hired two Ph.D.'s into TRW's special training program geared for graduating MBA's. This was an experiment to see how Ph.D.'s could adjust to the business environment when given the opportunity to train in a two-year rotational program. This program involved working for six-month stretches in each of several organizations within the Space and Technology Group.

Since that time, one of the Ph.D.'s I hired has left TRW to return to academe as an administrator in a university business office. The Ph.D. who remained at TRW completed the two-year rotational program and has a permanent assignment with the Space and Technology Group. This person has fared well and most definitely has a future here.

Based on my experience, I have come to the following conclusions:

1. Ph.D.'s are bright, intelligent individuals who can adapt to the business environment.
2. Ph.D.'s must understand that when they go to work for a corporation they enter a culture substantially different from aca-

demia. They must be willing to do whatever is asked of them, regardless of the task, as part of the learning experience.

3. It is most important that people coming into business have the skills to communicate at all levels of the organization. Ph.D.'s generally seem to have these skills.
4. Ph.D.'s entering a high-tech environment must seriously consider the need for additional training, most likely an MBA degree, that would support their goals in a business management career.

I would probably hire another graduate of the Transitions program if the opportunity arises. The successful candidate must be commitied to learning the corporate culture and the business profession by becoming familiar with all functions in the organization and the various levels that carry them out.

Before joining First Interstate Bank recently, the author was Director of Career Planning and Placement at the UCLA Graduate School of Management. Her article describes the career development component of the Transitions program.

Gretchen M. Thompson

Director
Career Planning and Placement Office
UCLA Graduate School of Management

The Career Planning and Placement Office at the UCLA Graduate School of Management played a vital role in the Ph.D.'s in Business program by serving as the link between the academic experience and the business world. Assistance in refining career goals and developing a comprehensive job search plan were primary objectives. Three elements served these purposes:

- The WHAT element (self-assessment)
  Each student participated in workshops that focused on identification of skills, abilities, and interests, and on clarification of values. Written exercises and small discussion group formats were used. In addition, both the Director of Placement and the Director of the Program were available for individual consultation.
- The WHERE element (labor market assessment)
  Students received extensive exposure to managers and executives from a variety of fields in a variety of ways during the course of the program. One format, Interchange, was an informal gathering of Ph.D.'s in the corporate world, including previous program participants, Ph.D.'s in arts and humanities who also have MBA's, and Ph.D.'s who shifted into business without the benefit of a specific educational program. Roundtable discussion with these participants was designed to enhance exposure to what the business world is really like and to provide insight into diverse areas of

business. Industries represented included banking, electronics, aerospace, software development, energy, and publishing. Another component, Careers Night, allowed students to meet with representatives from a number of organizations related to a specific industry or functional area such as consulting, high technology, human resource management, marketing, and banking. A panel discussion was followed by a wine and cheese reception to allow time for interested groups to gather with particular speakers.

- The HOW element (job search development)

  A two-pronged approach was used to facilitate this critical process: a career counselor conducted how-to workshops on resume preparation, interview skill building, and effective job search strategies, and a panel of business executives discussed the perspective of the hiring employer.

A series of Career Fairs constituted the final placement event. Employers from a variety of industries were invited to the Fairs to describe jobs in their organizations, even though specific openings may not have been available at the time. The students wrote the invitation letters and made countless phone calls urging the business people to attend. In effect, the Fairs were the students' events. They made every effort to see that growth industries where their skills and backgrounds would be valued were represented. We hoped that these personal contacts might lead to job offers for existing positions, or even to the creation of positions that would take advantage of participants' particular talents. Every attending employer was presented with a printed "Resume Book" containing original resumes prepared by each student with the assistance of program staff. As a matter of fact, this collection of credentials was distributed at no cost to all business people who had contact with the program. Overall, career planning and placement activities for Ph.D.'s in Business students were modeled after UCLA's successful placement program for MBA's.

Professor Weitz writes as a former faculty member of the UCLA Transitions program and a current faculty member of the University of Pennsylvania's Alternative Careers Program. From these two perspectives he offers some generalizations about the Ph.D.'s who attend these programs, and discusses how he has adapted his teaching methods to accommodate their unique needs. (See the University of Pennsylvania section for a full account of its Alternative Careers Program.)

Barton A. Weitz

Associate Professor of Marketing
The Wharton School
University of Pennsylvania

I initially became involved in the Ph.D.'s in Business program at UCLA when I was on the marketing faculty of the UCLA Graduate School of Management. I taught the marketing module for two years. Since moving to The Wharton School, I have taught the marketing segment in its Alternative Careers Program.

The opportunity to teach an interesting and unusual group of students attracted me to these programs. I have found that participants are highly motivated and bring considerable analytical skills to bear on the problems discussed in class. They often make analogies between their own disciplines and marketing situations. This combination of motivation, ability, and unique insights has resulted in an exciting and rewarding teaching experience for me.

I have also enjoyed talking with the participants at these programs' social functions. Even though I have been a member of diverse university faculties at both UCLA and Wharton, my contacts outside the business schools have been limited. Interacting with these students has broadened my perspective on the range of teaching and learning that goes on at a university.

As one would expect, participants in alternative career programs do not need amplification through lectures to comprehend the material contained in books and articles. Thus the most effective method for presenting marketing has been to assign a standard text as a reference, and then devote class time to discussing cases dealing with marketing institutions and problems. The text I use, Kotler's *Marketing Management*, is a good starting point for a student who wishes to learn more about the factors that influence a specific marketing problem. I use the cases to illustrate the environment in which marketers work and the issues they face. For example, I have found that these students, like the proverbial man on the street, have little appreciation for the functions performed by channel members (distributors, agents, and retailers). They feel that profit margins of channel members are excessive even though the evidence indicates otherwise. In addition to raising such distribution issues, the cases focus on market research for new product development, the complexity of industrial buying decisions, and activities performed by sales managers, brand managers, and advertising agencies.

The students have limited time to prepare for any one class. I do not assume that they have read the text material thoroughly, but I do emphasize that they should read the cases carefully and attempt to answer the study questions I provide. I encourage the students to form small groups to spend an hour or so discussing each case. In general, alternative career students are not so familiar with the case method of instruction as MBA students. Thus I tend to be very directive in leading class discussion, using the cases to illustrate concepts such as market segmentation, the marketing mix, and the product life cycle.

I have found that it is necessary to discuss social welfare implications early in the program. These students, like MBA students in the early '70's, have a narrow view of marketing. They associate marketing with the wasteful proliferation of consumer product brands differentiated solely through advertising. I attempt to discuss these issues during the first or second session, highlighting the dramatic effects of market forces and competition on marketing activities.

Clearly, the principle motivation for attending an alternative careers program is to get a job and begin a new career outside academe. I tend to be informal in class, and thus discussions frequently drift toward employment opportunities in marketing. Being a research-oriented university professor, this subject is really not my area of expertise, but I attempt to describe what various jobs entail, the differences between marketing industrial and consumer goods, tangible products and services, and the changes in marketing emphasis and style from one industry to another.

Many students are interested in marketing positions because these jobs often do not require the technical skills needed in finance or accounting. Many marketing jobs rely on an understanding of consumer needs, perceptions, and decisions. Students with humanities and social science backgrounds generally have an excellent grasp of these factors. Furthermore, marketing strategies are often based on the collection, analysis, and interpretation of descriptive data — skills possessed by most Ph.D.'s.

THE UNIVERSITY OF PENNSYLVANIA
THE WHARTON SCHOOL

Program Title: Alternative Careers Program

Summary Description of Program: Alternative Careers is a business orientation and placement counseling program for Ph.D.'s. A six-week curriculum of business courses taught by faculty of The Wharton School is enhanced by sessions on career development provided by University placement officers. Guest speakers from the business community, many of whom are Ph.D.'s who have made the transition to business, lecture each day as part of a brown bag lunch series. Site visits to employers allow participants to gain exposure to a variety of business settings and career paths. Recruiters are invited to the campus during the seventh week to interview participants, and program staff assist participants in contacting other prospective employers.

Eligibility: Ph.D. or A.B.D. in the humanities, social sciences, natural and physical sciences

Number of Years in Existence: Five years

Average Yearly Enrollment: 40

Length of Program: Six weeks of business curriculum and career development
One and a half weeks of interviewing

Tuition or Fees: $2,000 in 1984, including books and materials

Housing: Apartment-style dorms, $75 per week

Contact: Patricia Rose
Associate Director
Alternative Careers Program
University of Pennsylvania
Houston Hall
3417 Spruce Street
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The University of Pennsylvania Alternative Careers Program

Patricia Rose
Associate Director
Alternative Careers Program
and
Director
Career Planning & Placement
University of Pennsylvania

Mary Morris Heiberger
Career Development Instructor
Alternative Careers Program
and
Associate Director
Career Planning & Placement
University of Pennsylvania

Background

During the summer of 1979, Peter Conn decided something should be done at the University of Pennsylvania for Ph.D.'s who were seeking nonacademic employment. Conn, the Chairperson of the Graduate Group in English and the Associate Dean for Special Programs in the Faculty of Arts and Sciences, knew many Ph.D.'s in his own and other departments who were either having difficulty locating appropriate academic opportunities or not interested in teaching positions. He was aware that Ph.D.'s had the requisite skills for success in business and other arenas, but he was also aware that many of them were uncertain how to negotiate the paths that could take them from academe to industry.

That summer Conn learned of the pilot project sponsored by the New York State Board of Regents and located at New York University. That project, Careers in Business, seemed to Conn to be a prototype he could use to establish a program at Penn. Those who ran Careers in Business, both in Albany and New York City, provided him with information regarding format, coursework, and selection procedures.

Encouraged by what he learned, Conn concluded that Penn was an excellent venue for a similar undertaking. As a major research university, Penn was granting dozens of Ph.D.'s every year, and had, he felt, an obligation to help those who were unable or unwilling to follow the academic route. Furthermore, the University had Wharton, one of the country's premiere business schools. If Wharton were to participate in the retraining of Ph.D.'s, those trained would receive the best instruction of its kind available, and would achieve a credibility in the eyes of business people that would serve them well as they made a career transition.

Before going any further Conn approached Donald Carroll, Dean of The Wharton School, to discuss the proposed program with him. Active Wharton participation was crucial; without it, Conn was unwilling to proceed further. Dean Carroll listened to Conn's proposal, expressed an interest in such an endeavor, and raised the idea with his Associate Dean, Richard Clelland. Clelland readily agreed to recruit a faculty for the program who would devise an appropriate curriculum and offer the courses. Then Provost Vartan Gregorian generously provided financial support.

Wharton faculty members from all major departments met, and put together a six-week course of study in core business subjects. Classes would be offered in accounting, statistics, economics, finance, management, and marketing.

While the faculty was developing the curriculum, others were at work setting up other aspects of the program. Conn, who was the Director of the program, named Patricia Rose the Associate Director. Rose, whose graduate work was in English, felt strongly about the employability of humanites Ph.D.'s outside academe. Together Conn and Rose began meeting with University placement officers. Mary Morris Heiberger, whose placement office worked with Penn graduate students, was eager to participate in the career development segment of the program. She and her colleague, Janet Dreyfus Gray, agreed to teach career development, and to contact companies which might be interested in recruiting. Arthur Letcher, MBA Placement Director, agreed to identify corporate executives who would be appropriate to serve on an advisory board.

The placement of graduates would be, everyone agreed, one of the cornerstones of the program. If the program did not lead to jobs, the entire enterprise, while still legitimate from an educational perspective, would be of little use to Ph.D.'s. For them, further education that provided only personal enrichment with no prospects for employment would be considered a waste of time and money. From the start, placing program participants in nonacademic jobs was a major goal.

Start-Up

In October 1979, the 1980 Alternative Careers Program, jointly sponsored by The Wharton School and the Faculty of Arts and

Sciences at the University of Pennsylvania, was announced. The program was called "Alternative Careers" because Conn and Rose did not want to select a name that would preclude careers in government or not-for-profit agencies. While aimed primarily at those who wanted to move into business and industry, the program would also serve prospective managers in other nonacademic settings.

The program would run for seven weeks during the summer. In addition to intensive coursework, there would be daily talks by business people, some of them humanities Ph.D.'s, who would describe their day-to-day routine, and the rewarding as well as not-so-rewarding aspects of their jobs. There would be visits to corporations, in both Philadelphia and New York, so that the participants could see different work settings and corporate cultures. And there would be interviews with corporate recruiters at the conclusion of the program. The tuition for the first program would be $1,000, including all texts and materials.

Advertisements were placed in *The New York Times* and *The Chronicle of Higher Education* in late October and early November. Before the application deadline of February 1, 1980, 800 requests for application materials were received. Of these, 175 candidates submitted applications. Those of us setting up the program were extremely pleased with this enthusiastic response to a brand new undertaking. It was clear that there were indeed hundreds of underemployed, unemployed, or unhappily employed Ph.D.'s who were interested in attending our program, and who were anxious to affiliate with The Wharton School.

Each candidate's file, composed of application essays, recommendations, and transcripts, was read three times: once by an administrator, once by a placement person, and once by a faculty member. The readers were looking in each case for a track record of success, for a positive attitude toward new employment prospects, and for some demonstration of the steps the person had taken or would take to achieve a new career. Using these basic criteria, we narrowed the group down to 70 finalists, each of whom was invited to come to Philadelphia in March at his or her own expense for an interview.

The interviews were conducted by teams of two or three interviewers, including program faculty, staff, and officers of The Wharton Club of Philadelphia. All of us were looking for evidence of the qualities described above, and, most important, for excellent interpersonal skills. We were aware that some business people imagined Ph.D.'s to be: 1) absent-minded professors; 2) abstract thinkers who loved the life of the mind, and eschewed the world of action; 3) impractical idealists;

and 4) dangerous radicals out to do in the free enterprise system. We wanted candidates who would not feed those myths, who would speak plain English, who wanted what we had to offer, and who, with the benefit of our program, would be poised to succeed in the larger world outside academe.

We had no difficulty finding such people. In the end, we chose 35 participants. There were 19 men and 16 women. They had done their graduate work at Penn (eight were from our University, which pleased us), from our Ivy sister schools (Princeton, Yale, Harvard, Columbia), from large Midwestern universities (Chicago, Wisconsin, Illinois, Indiana, Ohio State), and other prominent institutions. There were 23 humanists and 12 social scientists. Their average age was 31.

The group included, as did every succeeding one, individuals of truly outstanding accomplishment. Its members had received major fellowships, grants, and awards, published extensively, held administrative positions, and managed research projects abroad. The typical participant was not unable to find an academic job; more typically he or she had concluded that academia had ceased to offer rewards commensurate with the effort which it required, and that this disproportion was likely to increase.

Prior to the start of the program, participants were sent resume-writing materials and told to prepare a draft of a business resume. They were also required to complete extensive reading assignments and workbook exercises. The program staff, at the same time, was busy contacting prospective recruiters and speakers for the program.

The Program

Within the first two days of the program, participants were asked to rework resumes into final form so that collections might be duplicated and circulated to prospective employers. During the first weekend, students worked on self-assessment materials, identifying the skills and values that they wanted to transfer to their future employment. The placement staff had targeted these exercises for the first few days, feeling that once classes began participants would be less inclined toward introspection.

The faculty had decided not to give formal tests or grades, feeling that they could assume the group's seriousness of purpose. That assumption proved accurate. Once classes began, the students plowed into coursework in previously unfamiliar subjects with the same enthusiasm with which they had tackled their own scholarly disciplines.

Depending on their previous interests and backgrounds, participants found different parts of the curriculum particularly demanding. Some, to their amazement and delight, discovered an affinity for subjects such as accounting which they had assumed would be dry. Many had great trouble coming to terms with the fact that some nights they could not complete all their assignments. This intensity was exacerbated by a schedule which was redesigned in succeeding years. In the first year, outside speakers, mainly businesspeople and a few additional Wharton faculty, were brought in to speak every noon, and participants were in class from 8:30 to 5:00 three days a week and until 3:30 on the other two. This left virtually no time to try to conduct informational interviews with businesspeople in the area, as the career development instructors had encouraged, or to use the resources in the reserve library, which closed at 5:00. As the coursework drew to a close, the need to do the research for on-campus job interviews added to the time demands on the participants.

In the face of these time constraints and the stress of contemplating a major change in career direction, the group developed a remarkable degree of mutual supportiveness and esprit de corps. An amusing, perhaps poignant, example of this was the Monday morning when those participants who had regretfully decided to cut their beards arrived in class clean-shaven. They had all agreed to shave over the same weekend.

The participants, as well as the faculty and staff who worked with them, enjoyed the chance to interact with such varied and impressive individuals. The enthusiasm of the faculty for the group was demonstrated by the fact that virtually everyone who taught volunteered to do so again, a pattern which has continued each year.

Job Placement

By the time classes were at an end, about 40 employers had agreed to recruit participants. The employers represented were mainly those who had already hired participants from the NYU program, or those who served on the Advisory Board. They included some additional organizations that were, frankly, skeptical, but nevertheless anxious to strengthen their ties with Wharton and the University.

The recruiters were surprised and delighted with the quality of the individuals they met. Furthermore, many recruiters simply enjoyed talking with a group whose backgrounds were so unlike those they usually encountered. Even when they could not foresee a fit with their particular organization, recruiters took an extraordinary interest in the participants, on occasion helping them to get interviews with other organizations. A program tradition of interview feedback was established. At day's end, recruiters sat down with the placement staff and reviewed the strengths and weaknesses in the presentation of each candidate they had interviewed. We summarized this information and conveyed it to the participants, who then had a chance to correct their performance as necessary before the interview cycle was finished.

Results of the recruiting were heartening. Even though late summer was (and almost always is) the low ebb of the hiring cycle, many companies invited candidates for further interviews, and a third of the participants were eventually offered jobs as a direct result of the on-campus recruiting. The rest of the group had an opportunity to improve their interviewing skills in preparation for the intensive job search that they would mount on their own.

This they did successfully. After a year, 31 of the 35 first year participants were placed; 20 had found positions by Christmas. They accepted a wide variety of jobs which tended to have one common characteristic: the typical person hired for them had been an MBA. The average salary was $24,000, equalling the national average starting salary for MBA's that year.

The program exceeded everyone's expectations. However, its success was a compendium of individual successes which did not all come easily. Once the summer was over and they were no longer part of a group that shared a common purpose and thus provided a great deal of mutual support, most participants found job hunting a lonely and frustrating business. They got tired of explaining again and again why they had chosen to pursue a Ph.D. in the first place, and why they had subsequently chosen to leave academe. Most participants found that convincing employers they could make the transition was more difficult than the transition itself. Once alumni found new jobs though, they thrived in them. The program had done its job of preparation well, for few participants encountered situations they had not been prepared for. As we had predicted, many had to adjust to the lack of privacy in the workplace and the pressures of strict deadlines. Many were pleasantly surprised, even a little awed, at how quickly they were given responsibility.

Most alumni of the first program continue to be basically satisfied with the transitions they have made. Four years after their graduation, virtually all have remained in business or managerial positions. Most are still with the same employer, in positions which represent at least one promotion from the jobs at which they entered. Several of the group have changed jobs, mainly following directions they began at the end of the program. For example, one participant who had worked successfully at a large New York bank left it to accept a position with a regional bank in an area where he and his family preferred to live.

Program Changes

Given the success of the first summer, with positive responses from faculty, participants, and employers, we made few changes in the program in subsequent years. As we mentioned earlier, the daily schedule was revised to allow participants more time to research firms and to talk to employers. The original week of interviews following the classes was expanded to eight days, with two additional "free" days to prepare for interviews. Our successful alumni generously volunteered to come back and speak, and they became the main presentors at our lunchtime talks.

In the fourth year of the program, the management sequence was shortened slightly to add time for a week of classes on financial markets, and a small component of computer training was added. Mary Heiberger taught participants to use VisiCalc, a popular computer spreadsheet program with many business applications. More time will be devoted to computer training in future years.

Another important change in the program's fourth summer was the inclusion of natural and physical scientists as participants. The sources of funding for research in these fields were beginning to dry up, and many scientists were finding themselves in situations similar to those experienced by humanists and social scientists in previous years. When ten scientists joined the program, we were uncertain how this new group composition would work. Would participants separate into two sub-groups? Would employers be interested in talking only to the scientists? Our concerns were unfounded on both counts. Scientists, humanists, and social scientists enjoyed each other's company and told us how much they felt they profited from the greater diversity of the group. Employers of virtually every description were interested in the scientists, but the interest in them among banks and investment houses ran particularly high.

Although interest in hiring our participants has remained strong, those in the third summer of the program, 1982, had an unexpectedly difficult time finding positions. They had completed the program just as the economy was at its worst, and at a time of year when companies were still trying to "digest" numbers of trainees hired in the previous year. A year after the program, little more than half of this group had made the career change. Over the subsequent year, however, as the economy improved, additional members of this group got jobs, bringing the total placement rate for 1982 to 25. The difficulties the third-year group experienced were evidently due to the economy as a whole, rather than to changed employer expectations, because the fourth-year group began to amass job offers more quickly than those in any previous year.

There have been some changes since 1980 in the types of jobs participants have taken. Banking was the biggest single employer in the first two years, absorbing many into training programs, but this is no longer the case. Indeed, fewer participants have gone into training programs of any description, with more going into specialized staff positions with larger organizations that could make direct and immediate use of their previous experience, or into smaller firms, where they could plunge into a variety of tasks. In the first few years of the program participants tended to shy away from small organizations, feeling, perhaps, that they were inherently less secure. Following academic careers that had proved to be uncertain, participants opted for jobs promising more stability. That tendency is no longer so evident.

Reflections

The experiences of participants in every year have been basically similar. The vast majority has succeeded in finding suitable employment and has kept in touch with us, reporting on their changing outlooks toward the business world. They have been correct in their assumption that they could handle all the tasks involved in their new positions, but have sometimes found them more challenging and demanding than they had originally imagined. For instance, one participant joined a small investment firm to do long-range planning. Instead, within two weeks she found herself analyzing options on precious metals and making a trading recommendation that was spectacularly profitable for her organization.

Despite hopes to the contrary, virtually no one who has taken a nonacademic job has continued scholarly research. This is mainly a function of time pressures and of new interests. In small measure, it may also result from the response participants frequently receive from their former colleagues and associates in academe, who tend to regard them as traitors, apostates, or nonpersons. On the other hand, the reaction of their new co-workers has been more positive than many participants had expected. In many cases, fellow employees may not know they have Ph.D.'s, or may assume that their graduate degrees are MBA's. When these co-workers do become aware of participants' nontraditional training, they are as likely to be interested as suspicious.

The change in lifestyle that accompanies the career shift has been pronounced for most people. This change has generally involved making more money, but it has also involved more rigid schedules and longer hours at the office, although not necessarily longer hours spent working. It has produced some initial strains on relationships with spouses or close friends accustomed to an academic lifestyle. One summer the husband of a participant who attended a discussion on "dual career couples" lamented: "She's made a commitment to make a career change, but she needs to remember that I haven't." With time, however, participants' families and friends have accepted their new professional identities, and the participants themselves say they have developed an increased sense of confidence and a feeling that their efforts at work are rewarded.

After several years of experience working with Ph.D.'s who are in the midst of a career transition, we feel we have learned something about predicting who will make it successfully. The most significant factor appears to be simply a determination to do it, coupled with the willingness to job hunt persistently and assertively. Living in a metropolitan area and having either no job or one that is unsuitable are additional factors which appear to speed the process. In that first year we were uncertain about the prospects for participants who were in their late 30's or early 40's. Would employers consider them for entry-level slots? Would the combination of age and an exotic degree prove an insurmountable obstacle? We have since learned that while an older applicant is less likely to be hired for a position that requires an initial training program, and more likely to be hired for a position in which previous experience is immediately put to work, age is not a significant factor in participants' success in the job market.

Now in the fifth year of our program, we can look back at the substantial benefits which have extended beyond those experienced by program participants. Graduates of our program, and of other similar programs, have been pathfinders who have made it easier for other Ph.D.'s to get business jobs. Employers feel they have discovered a new source of excellent talent. Many of our recruiters have been happy to return year after year because the participants they have hired are producing. Ph.D.'s are becoming less of a rarity in the nonacademic marketplace, and negative stereotypes are beginning to break down.

Other graduate students at the University of Pennsylvania have benefited from the Alternative Careers Program as well. Employers who have hired program graduates have contacted us seeking other students interested in careers in business. These contacts and the growing awareness of the prospects for Ph.D.'s in the nonacademic job market have better equipped us to work with our own Ph.D.'s on an ongoing basis. Since the start of the Alternative Careers Program the breadth and extent of our career planning and placement services to our graduate students have continued to expand to accommodate their diverse needs.

To conclude, we have enjoyed our work over the past several years. Our participants have been exceptional in every way; at a time of uncertainty in their lives, they have been patient, flexible, and good-humored. We have the satisfaction of knowing that the university has committed time and resources to help this group of men and women who believed in education, who succeeded in their academic areas, and who are now enjoying success in the larger world. In addition, we have been fortunate to work with so many others on the staff here at Penn who have supported us. The good will they have engendered is, we feel, what makes Alternative Careers special.

The author writes from several vantage points beginning with his participation as a student in the University of Pennsylvania's Alternative Careers program up through his present role as a businessperson who recruits Ph.D.'s for the investment industry.

L. Gary Owens

Securities Analyst
Mercantile-Safe Deposit & Trust Company

The breadth of my involvement in the Wharton Alternative Careers (WAC) Program gives me a unique perspective from which to evaluate this kind of educational enterprise. Coming to Wharton with a Ph.D. in philosophy, I was a participant in the class of 1981. I have also lectured to each succeeding WAC class on the investment business, my chosen profession, and I have recruited and successfully hired other WAC graduates. Having been on either side of both the classroom desk and the interview table at Wharton, and having spent the last two and a half years in the competitive arena of investment analysis, I can give the program my complete and enthusiastic endorsement.

The bottom line on the Wharton Alternative Careers Program is this: It works! It produces a high quality business career candidate whose background is comparable to any other business preparation anywhere.

Such a positive bottom line warrants a review of the program's assets and liabilities, which I will divide into my experience 1) as a WAC participant, 2) as an interviewee, 3) as a securities analyst since graduating from WAC in 1981, and 4) as a businessperson who lectures in and recruits from the program.

(1)

Speaking as a participant, I found the Wharton program to be a most intense and beneficial educational experience on three different planes. The coursework in accounting, statistics, finance, economics, etc., taught by the Wharton Graduate School faculty, kept us busy in the classroom from 8:30 a.m. straight through until 5:30 or 6:30 p.m. from Monday to Friday. It also led to some 18-20 hour days. Equally important was the realization that our previous academic work had provided us with valuable business-related assets that were nearly unattainable elsewhere. We each had extensive experience in evaluation, research, and presentation of complex material; excellent abilities in conceptual analysis; decision-making ability in complicated situations; goal orientation and drive; and highly developed written and oral communication skills. I might add that no one should be allowed to write "works well under pressure" on a resume until he or she has had to defend a doctoral dissertation.

Finally, the orientation to the business community was a great advantage. The insight of guest speakers from the business world, the interview arrangements and contacts, the individual career focus plans are only samples of this plane. Also, I should not overlook the classmates who became future business contacts.

(2)

The interview process was demanding, to be sure, but not "gruelling" as I had been led to expect, and certainly no more taxing than the Wharton program itself. I found that the process was largely what one made of it. I am convinced that the anxieties and self-doubts of the job search are entirely self-imposed, if unavoidable. One question on the minds of academics regards the skepticism with which businesses may view non-business Ph.D.'s. I did not run up against such skepticism. Every prospective employer I met seemed to respect the acumen and energy that went into earning a doctorate, and readily appreciated the qualities necessary for success as a scholar. Most also saw the applicability of those traits to their businesses; as a result, I had nearly a dozen offers, and was at work within four weeks after the conclusion of the WAC program.

What did need explaining was "this new program" that Wharton had, but a short and fair explanation (and sometimes a demonstration of lessons learned) seemed to satisfy most interviewers. I was very pleasantly surprised to find many businesspersons with whom I spoke voice a preference for someone with my background, track record, and maturity over "those kids right out of B-school."

(3)

Quite early in the program I had decided that I wanted to work with the stockmarket as a securities analyst. Thus, the position I accepted was as a securities analyst with a regional brokerage firm. A securities analyst studies the economy, industry groups, and individual companies and makes timely investment recommendations. The business is very competitive, high pressure, and performance-oriented. As a result, co-workers tend not to care whether an analyst is a world class authority in finance or a fashion school dropout, as long as he or she can make profitable investment recommendations for the firm and its clients. Likewise, being a world class authority in finance will not save an analyst who makes many wrong picks.

With the help of several very knowledgeable mentors and a good deal of hard work, I made progress in the profession. In competing with MBA's, I found that what I gave away in business background could be gained in outside reading and on-the-job training, whereas the attributes in which I excelled would take several years for others to acquire. After one year in the business I received a competing offer to take a similar position with what is widely considered one of the top investment companies in the country. The recruiter told me that he had been "watching my progress," and had been impressed by my performance. The opportunity offered to me was attractive in many respects, and I "allowed" them to hire me away.

I have found the type of work I do and the environment very stimulating, if very demanding. The people with whom I work are as knowledgeable and skilled as were my academic mentors, the tools I need to do a quality job are always available (something I could not say of my academic experience), and my co-workers defy the stereotype of the narrow, humorless businessperson whom I have yet to meet in real life.

(4)

I have been pleased to return to Wharton to lecture succeeding WAC classes on the investment industry. I find the business fascinating, and enjoy sharing my knowledge and enthusiasm with others. Also, it it gratifying to give back just a little to a program that has given so much to me. Facing the WAC class, responding to their questions, and talking with them individually from my position as an experienced businessperson has reinforced my impression that these are some of the best job applicants anywhere.

I started to recruit at the Wharton program as the result of an opening in my firm for a securities analyst trainee. While discussing the position, our director of investment research told his supervisor that he wished he could find another analyst just like me! Need I say more? I informed him I knew where there were a number of people with similar backgrounds and inclinations to mine, and I was sent to recruit. I interviewed a dozen applicants, looking for the attributes necessary for a successful investment career. Paring down the group was very difficult. They nearly all exhibited the ability and commitment I sought, and several had surprising familiarity with securities analysis. We finally chose one, but so many of the others had been so impressive that I offered to introduce them to my contacts both on and off Wall Street to help their respective job searches along. I have tried to maintain contact with several of the applicants. My firm would certainly consider one of these people should other openings occur.

The Wharton Alternative Careers Program and others like it have capitalized on the discovery that the very same characteristics and habits that make a successful scholar can also make a first-rate businessperson. Like many breakthrough discoveries, this one seems almost predictable after the fact. Nevertheless, it is refreshing to see the academic community's positive and practical response to its discovery, as well as the business world's interest in a unique source of talent.

Dr. Solomons has been teaching in the University of Pennsylvania's Alternative Careers Program since its inception. His essay acknowledges the near dread with which many humanists and social scientists approach the subject he teaches, accounting. He goes on to describe how they are often surprised, however, to find themselves won over by its distinguished origins, its aesthetic appeal, and its usefulness as the language of business.

David Solomons

Arthur Young Professor of Accounting Emeritus
The Wharton School

For the past several years I have taught accounting in the University of Pennsylvania's Alternative Careers Program. It is naturally easiest for me to write about my own field, but as that probably presents the problems of transition to business studies in their acutest form, little will be lost by doing so. Pennsylvania's program includes four weeks of accounting — 16 classes of 90 minutes each. Although this is twice as much class time as we give to any other subject, I have never heard a student say that he or she could do with less.

My contact with the students has always started before the first class, for each year I have devoted a few hours to helping interview candidates for admission. They are almost invariably highly articulate; reading the essays that they have written in support of their applications always leaves me full of admiration for their persuasiveness and skill in writing. When company recruiters come to our campus looking for business undergraduates and MBA's, they always emphasize how much importance they attach to communication skills. Well, here is a reservoir of talent indeed, waiting to be tapped. And as for analytical skills, admission to and survival through a Ph.D. program, whatever the field, is evidence of superior analytical intelligence. Our Alternative Careers Program is designed to harness that intelligence to the needs of business.

The study of business, in recent years, has become highly quantitative — too much so, in the view of some critics. In earlier days, it was largely descriptive. Now it emphasizes analysis and measurement, and analysis usually requires the use of mathematics. Some humanists find this quantitative bias distasteful. It is a distaste that many successful business executives of an older generation share. But anyone planning to enter business now had better come to terms with it. However, the problem should not be over-emphasized. Most Ph.D. programs include one or more courses in research techniques, and the closer that work in the humanities comes to the social sciences, the more likely it is that students will have acquired some familiarity with statistical methods.

So far as my own field is concerned, accounting is a much less mathematical subject than many participants in our program think at the outset. Certainly, to understand a company's annual report issued to stockholders nothing more than arithmetic is needed. This is not necessarily true of management accounting, that is, the kind of accounting that is concerned with internal reports prepared for managers, and it is certainly not true of several academic accounting journals, some of which are largely unreadable by those who are not mathematically equipped. As users rather than preparers of accounting reports to management, however, those seeking an alternative career need not be too concerned about the increasing rigor in that field.

But even arithmetic these days may present less numerate students with a problem. We live in the age of calculators — to say nothing of computers — and many students have lost or never acquired the ability to do simple mental arithmetic. A blind spot of that kind will usually mean that basic quantitative relationships will not be seen intuitively. That can be troublesome in most areas of business studies, and especially in accounting.

Generalizing about what kind of student will have most trouble in a new field is dangerous, though. Experience suggests that those who come from literary studies will probably feel least at home with accounting. Yet the participant who showed as much aptitude for it as any I have encountered in any program had a Ph.D. in Spanish.

Accounting probably seems the least attractive business subject to most humanists, who will regard it initially as a necessary evil. At least the recognition that it is necessary disposes of motivation problems. The stereotype of the bookkeeper in the green eyeshade lingers in the minds of some. But I believe I have been successful in eradicating it within two or three days of the beginning of the course. One of the nicest things about teaching these mature intelligent students is their eagerness to learn. I recall one occasion when I lingered too long during the course introduction over a discussion of the institutions that regulate accounting in the business world. I was stopped by a question from a student: "When are we going to start talking about balance sheets?"

In my introductory session, I usually start by reminding the class that accounting has been called the language of business; in fact that phrase is part of the title of one of the books we use. The major difficulties in learning any foreign language come right at the start. Once you have mastered the conjugations, declensions, parts of speech and so forth, the rest is easy. And so it is with accounting. The hardest part is mastering double-entry bookkeeping. After the fifth or sixth class, it should be downhill all the way.

There are two characteristics of double-entry that humanists find unexpectedly appealing. One is its long and distinguished history. Its origins go back to 13th century Italy, and some economic historians, notably Werner Sombart, have argued that without it capitalism could not have developed. I call its history "distinguished" because of the many notable men who have written about it, starting with Luca Pacioli, the Franciscan mathematician. His explanation of double-entry, published in 1494 as a chapter of a book on mathematics, dominated the subject for over three centuries.

The other aspect of the double-entry that usually pleases humanists is the aesthetic appeal of the equilibrium of debit and credit. Though one may think Sombart's description of it as "born of the same spirit as the systems of Galileo and Newton . . . the first cosmos constructed on the basis of mechanistic thought" is somewhat high-flown, it is a beautiful system, and I always enjoy seeing these students beginning to share my enthusiasm for it.

Accounting is allotted 24 classroom hours in this program, compared with almost twice as many in the introductory MBA course. Inevitably something has to give. We touch on almost as many topics; what suffers is the time that can be devoted to discussing homework. Because the case method requires much time, it is unsuitable for a condensed course. We now assign short problems instead of the longer cases that we assigned in the program's earlier years. Specificity and conciseness have gained at the expense of realism. We can cover more ground but in less depth. Whether we have gained or lost overall I am not yet sure. I doubt that this dilemma is peculiar to my classes.

Everyone recognizes that participants in this kind of program need to understand accounting. Is it also necessary for them to be able to **do** it, to record transactions and prepare simple financial statements? My answer is yes. I do not believe that you can really understand a subject like accounting unless you can use it. You can learn about French literature by reading it in translation, but you cannot learn French that way. That is why some homework, entailing problems in which accounting principles have to be applied to concrete situations, is as necessary to the study of accounting as it is to the study of mathematics. None of these students is likely to want to become a CPA. But at the end of the four weeks we spend together, each should be able to comprehend a financial report and even analyze it for significant trends. Another important thing students learn by working problems is that accounting is *not* an exact science and that, within the rules of what are called "generally accepted accounting principles," there is usually no one right answer. With luck, sometime during the four weeks of the accounting sequence *The Wall Street Journal* will have carried at least one story that can be used to illustrate this point.

Teaching is a two-way street, especially when one is teaching mature and well-educated students. It has been a stimulating experience for me to be confronted by scholars with backgrounds and (until they come into the program) interests so different from my own. I am on my own ground and they are having to adapt to it. I have sometimes wondered whether I would do as well as they do if our roles were reversed.

Paradoxically, Dr. DiTomaso attended the Alternative Careers Program because she wanted to stay in academe, although not necessarily in the sociology department where she was teaching. As is evident from her title, she has made a successful transition to a business school faculty.

Nancy DiTomaso

Assistant Professor of Organizational Management
Graduate School of Management
Rutgers University

I wanted to accomplish several distinct goals when I decided to attend the Wharton Alternative Careers Program, and although I have remained in an academic job I think the program was successful in helping me meet those goals. My first and perhaps primary goal in attending the program was to enable me to remain in academia by changing fields. That I have done: educated as a sociologist, I now teach in a business school. As a sociologist, I was trained in fields of study which overlap substantially with what is taught in business schools. I therefore already had much of the substantive background necessary to teach in a business school, but this background needed to be repackaged and, in effect, "recertified." The same is true for the backgrounds of many of those who attended the Wharton program to gain access to nonacademic jobs. Of course we learned new things in the program; to break into a new field, however, one must demonstrate not only that one has the skills required for success, but also the determination. The Alternative Careers Program provides certification of both.

I attended the Wharton program for other reasons as well, not the least of which is that I wanted to keep all of my options open. I was working on a research project on employment and unemployment, interviewing respondents in three corporations and a number of public agencies before I applied to Wharton. I was so excited by the work, pleased with my performance, and attracted to the range of opportunities off campus that I wanted to attend the program in order to explore further the possibility of a nonacademic career. I knew, however, that a nonacademic position would not be my immediate choice, for I had reasons to stay on a college campus for the time being, albeit in a different setting. The attraction of the Wharton program is that it offers a credential for a variety of possible career paths.

My uncertain commitment to academia was the product of a number of factors. I think that I am extremely good at what I do as an academic. I had been trained in one of the best graduate departments of sociology, where I was considered one of the strongest students in my cohort. I had developed a solid reputation as an assistant professor through successful publication, grantsmanship, and teaching. I liked academic jobs in general, but I did not like my specific academic job as a faculty member in a sociology department. I was the wrong person in the wrong place at the wrong time.

Sociology departments are plagued by some of the same ills that affect humanities departments. Good people are now being turned down for tenure because of budget constraints and low enrollments, and because of an earlier period of rapid growth which has led to relatively young, overtenured departments. Business schools, in contrast, are now in a period of growth. Their faculties tend to be older and therefore nearer retirement, providing more opportunities for well trained and productive young scholars.

Because I did not have to leave the university, I also gave weight to another consideration in coming to a career decision. My husband and I wanted to start a family. The logistics of raising children are much easier to arrange with university appointments because of the more flexible schedule. In addition, because I already had a successful publishing record and research under way from which additional publications could come, I had a headstart in a new academic job which I would not have in a new nonacademic job.

My final reason for wanting to attend the Wharton Program was a substantive interest in the material. "Economic sociology" is an emerging field which includes the study of corporations, capital markets, and economic decision making in terms of their social construction and consequences. My prior research on the study of organizations and the labor force fits well within this field, and I thought the introduction to business in the Wharton curriculum would be invaluable preparation for additional work in this area.

On the whole I was pleased with the Wharton program and feel that its availability is extremely important for others in my situation, namely, those who need access to new settings where their skills can be used more effectively. I found the career counseling and self-assessment aspects of the program valuable, although not directly applicable in my case. I especially welcomed the opportunity to hear from those who had made the transition from academia and to learn about how they got to their current positions as well as what they actually do on the job.

My fear that the program would be run by adjunct professors proved groundless; we were taught by regularly employed, full-time Wharton faculty. Part of the excitement of the program for me was that it was genuinely like being in school again. I thoroughly enjoyed meeting new people and having a kind of "working vacation" by being totally absorbed in a new learning experience. I wanted more of everything: more structured study groups (perhaps evening or weekend seminars to discuss more applications of the material which was covered in class), more rigor in some of the classroom presentations, and more time in class. There is unfortunately limited time in a day, and our schedule was heavy as it was.

One thing I did not enjoy was the lodging arrangement. As one of the few people who did not come from Philadelphia or a nearby town, I found attending the program more stressful than I perceived others did. I was able to see my husband only twice during the two-month period that I lived in a student dorm. To my surprise, only a handful of us were in the same situation. All of the others lived at least within weekend commuting distance of the campus. Fortunately we had enough studying to do that there was not much time to get lonely. Things could have been made much more comfortable, though, with better information about what we should have brought with us and what services were included in the dorm fee.

An issue which I think is very important for people considering a career change was not discussed sufficiently during the Wharton program. Although it is an important lesson to learn in any field, it is especially important for academics who go into nonacademic positions. In any job you may find yourself in a position of subordination to others who are not so smart, not so competent, not so committed, and not so careful as you. You must learn not only to tolerate it, but to accept it and work with it in such a way that you make your boss look good while furthering your own career goals. Although this situation does not occur any more often in business settings than in universities, graduate students in the humanities and social sciences are schooled more emphatically than those traditionally trained in business to be critical, to find the errors, and to be suspicious, characteristics that will serve them ill if applied in the wrong context. Alternative career programs need to give as much attention to keeping a job and enjoying it as they do to skill development and career counseling.

To leave a familiar setting for one yet undiscovered requires a conversion. Yet most of the people I know who took nonacademic jobs either before they finished their degrees or after some time in university teaching are happier in their current situations and have no regrets, while many still in the university look at them with envy. Although I am "still in the university" on a business school faculty, I nevertheless had to explain to many well-meaning friends that I considered my career shift a positive change for me. My younger academic colleagues readily agree; they see only rewards in being able to use their skills in new ways and in new arenas.

Professor Santomero teaches finance to the Pennsylvania Ph.D.'s. He comments frankly on their struggles with the business curriculum, and on the resources they bring to these struggles.

Anthony M. Santomero

Professor of Finance
The Wharton School
University of Pennsylvania

For the past several summers I have taught in The Wharton School's six-week Alternative Careers Program. In the rather short time allotted, the Wharton faculty expose Ph.D.'s and A.B.D.'s to as much of the business environment as possible. We are asked to condense a world of research and professional education into modules of no more than three weeks. What we do is provide an overview of that world. Even so, the task is herculean.

The students come to it not without problems and shortcomings. Their humanities training tends to be highly qualitative and insufficiently quantitative. Some participants are hindered by poor math skills and an aversion to equations. The curriculum is more difficult for them than for others. They must familiarize themselves with an analytical mode of expression as well as with new concepts. Also, the students' values, both preconceived and well developed, are challenged during the program. This testing is at once frustrating and rewarding for the professor since the students question virtually every perspective and assumption. Some students experience internal conflict as previously held positions are brought under new scrutiny; some find the business view unexpectedly rational and persuasive.

During my association with the Wharton program, I have been responsible for the segments on economic environment and financial structure. These areas cover both the aggregate issues of economic policy choices and the structure of the banking and financial sectors of the business community. In a technical sense, the economic segment is easy to teach because liberal arts programs often include training in economics. My own training was in an economics department so the students and I have much in common. Yet the philosophical and social viewpoints espoused by students of the humanities, and, to a lesser extent, the sciences, often cause both heated debate and fascinating class discussions.

The financial structure module of the program has only recently been expanded. We concluded that none of our several attempts at condensation allowed enough time to fill in the background of the realities driving the financial and economic environment. Further, students' questions abounded on current trends toward rapid deregulation and intensifying competition in the financial arena. We decided these areas required additional emphasis because surprisingly little was understood by the participants about the dynamics of financial markets and the important evolution that is occurring. Moreover, a significant number of the students found themselves interested in careers within the financial industry.

Despite the concerns I have mentioned, the program works, producing more aware and better directed business job candidates. It works primarily because of the extremely bright and talented students who have come to recognize the need to shift direction to a business career. They are eager recipients of new ideas and techniques, frequently working long hours to comprehend their meaning and usefulness. The program works because the participants' previous academic achievements have taught them how to think and how to express their thoughts. This combination of intelligence and achievement produces exciting students. Perhaps this is why there is a very high proportion of senior faculty in the teaching cadre.

In my experience, the participants have gained much from the program and have found acceptance in the business community. While neither a panacea for the current academic job crisis nor an MBA substitute, the Alternative Careers Program is a valid introduction to business skills and the issues confronting today's managers.

In thinking back over the three years since he left the university for the business world, the author emphasizes the value of the psychological support offered by the Alternative Careers Program, support that saw him through a taxing but successful job search.

Philip Baggaley

Commercial Banking Officer
First National Bank of Chicago

In April 1981 I was faced with prospects which many a liberal arts Ph.D. might envy. I had received my doctorate from an Ivy League university, I was one of two remaining candidates under consideration for an assistant professorship in my specialty at a Seven Sisters college, and, if that did not materialize, my existing employer would renew my teaching contract for another year. So why was I thinking of leaving academe?

Perhaps it was the lack of flexibility — young scholars are expected to establish their reputation by exhaustive research in the narrowest of specialties. Perhaps it was the money — junior professors are paid ridiculously low salaries. Almost certainly it was the lack of control over my own destiny that an academic career implied — in a shrinking job market Ph.D.'s are happy to have any job at all, no matter what the institution or where its location.

The Wharton Alternative Careers Program offered me another option. It would help prepare me for a career in which my services were more eagerly sought and more adequately rewarded. According to the portrayal in one national magazine, it would transform bearded, pipe-smoking professors into businessmen in three-piece suits. As a matter of fact, I neither wore a beard nor smoked a pipe although I will admit to having once had a moustache.

The Wharton program, which I entered that June, offered its participants three benefits: instruction in business-related subjects, career counseling, and what might be termed "psychological support." The first of these, while the most visible and time consuming, was of necessity limited in scope. We spent four to five hours a day in the classroom and were loaded down with more homework than we could conceivably do. This was just as well. Each of us concentrated on those subjects which would be of most use in his or her prospective business career. I was fortunate in having already taken undergraduate courses in economics and statistics. Among the other subjects offered at Wharton, I found accounting and finance most useful. Marketing and management were occasionally interesting but of limited practical value for me.

Our compressed curriculum fostered jokes about "Berlitz business education" and "bargain basement MBA's." Indeed, the accounting knowledge I acquired at Wharton was surpassed after only one week of review in my bank's credit training program. For a while I was a little bit embarrassed to admit just how much (or how little) I had learned in my two months at Wharton. Later I heard fellow bankers with degrees from prestigious business schools complain that much of what they had studied was totally irrelevant to the real world of business. In any case, I never felt handicapped by my lack of an MBA since I learned most of what I needed to know on the job.

The career counseling component at Wharton began with a series of exercises which will be familiar to readers of *What Color is Your Parachute?* and similar job-seeker's manuals. Each of us listed those features of a job which we deemed most important or desirable. Such exercises sometimes yielded surprising results. Who would have guessed that outwardly mild-mannered scholars would list "power" and "money" as their greatest desires? Perhaps this was a backlash against the academic ethos of genteel poverty.

The counseling included instruction and practice in the nuts and bolts of resume writing. Preparing an effective resume is a science, and alas, a science in which few academics are well versed. My own first effort seemed to me fairly good at the time. During the months which followed that resume underwent endless painstaking revisions. Later I would look back at the initial version with dismay, wishing that I could retrieve it from the hands of prospective employers.

The administrators of the Wharton program arranged speaking appearances by representatives from an impressive group of companies. Many of the speakers were themselves alumni of alternative career programs or career switchers who had made the transition on their own. These appearances not only provided us with valuable information, but also bolstered our morale. If IBM was willing to hire those with "unconventional" backgrounds, there was hope for us all.

The third benefit of the Wharton program, psychological support, was not consciously organized or defined, but in some respects it was the most important of all. The 35 renegade scholars with whom I spent that summer were probably the most interesting group of people I have ever met. Their academic disciplines ranged from demography to biblical studies. Roughly half of them were from Ivy League schools, the rest from well-regarded state or private universities across the nation. Whatever their backgrounds, all were going through a wrenching emotional experience. It was this shared mixture of anxiety and exhilaration which drew us together and gave that summer such a distinctive flavor. Once the program ended, a group of us who were staying in the Philadelphia area continued to meet once a month to offer each other advice, encouragement, and moral support.

The Wharton program ended with a week of job interviews. The program administrators had done their work well again, and some 40 companies, including corporate stars such as Morgan Guaranty Trust and Proctor and Gamble, showed up. About one third of the interviewees eventually received job offers from these companies. Although I was invited back for several second interviews, I was not one of that lucky group.

I was thus faced with the daunting task of going out and getting a job on my own. This required considerable energy, motivation, and emotional toughness. No one likes to be rejected, yet even a candidate with excellent job credentials has to face the prospect of being turned down more than a few times. For me and the other program participants in 1981, that prospect was made worse by a weak economy.

Although the job search which followed was psychologically taxing, I learned a number of valuable lessons. The nonacademic job market, I discovered, is very different from its academic counterpart. A Ph.D. seeking teaching employment faces a small and fairly well organized job market. Job openings are advertised in academic journals and there will be a few positions (indeed, all too few) available to the specialist in a given field. The nonacademic job market, by contrast, is immense, disorganized, and constantly changing. This puts a premium on information, luck, and dogged persistence. I learned to track down every job lead, no matter how initially unpromising or seemingly inconsequential. If there were one piece of advice I could give to career changers, it would be this: it is not a failure to be rejected; it is a failure not to pursue a lead for fear of being rejected.

Eventually my persistence paid off. One happy day in October I received not one, but two attractive job offers within hours of one another. It seemed as if I had been writing, telephoning, and interviewing forever, but in fact it had been only three months.

In the three years since that time I have found that all the things I told my interviewers are true. The writing, speaking, and analytical skills which I developed in academe really are applicable to my new job. Equally important, that job is worth the effort and sacrifice I made to get it. My co-workers at the bank are not so very different from graduate students and professors. Most are intelligent and likeable people. Some have exotic and cosmopolitan backgrounds. And a few of them even wear beards and smoke pipes.

HARVARD UNIVERSITY

Program Title: Harvard Introduction to Business Program for Ph.D.'s (HIBP)

Summary Description of Program: The HIBP program was designed to assist Harvard graduate students and alumni who wished to transfer their skills from academia to the business world. The curriculum provided a sound overview of the fundamentals of business practice. The self-assessment and career development component guided participants in the concrete tasks of recasting resumes, conducting job searches, and interviewing. Participants also gained insights into possible career areas by meeting with Ph.D.'s who had made the transition. Through the placement component, resumes were circulated to potential employers, and company representatives were brought to HIBP to interview students.

Eligibility: Ph.D.'s and A.B.D.'s of Harvard University, primarily of the Graduate School of Arts and Sciences; junior faculty of Arts and Sciences

Number of Years in Existence: Four years, 1980-1983

Average Yearly Enrollment: 40

Length of Program: Six weeks of curriculum
Two weeks of interviewing

Tuition or Fees: $1,200 not including books in 1983
$525 mandatory meal contract

Housing: Dormitory — $420 (six weeks); $560 (eight weeks)

Contact: Cynthia Verba
Associate Director
Office of Career Services and Off-Campus Learning
Harvard University
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Cambridge, MA 02138
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The Harvard Introduction to Business Program for Ph.D.'s

Compiled by

Jeremy Rusk
Former Associate Dean
Graduate School of Arts and Sciences

Introduction

In response to growing concern about the difficulties graduate students and graduate alumni were encountering in their search for suitable academic positions, and recognizing the further implications of these problems for long-term career development, the Graduate School of Arts and Sciences at Harvard University launched a three-year pilot program in 1980, the Harvard Introduction to Business Program for Ph.D.'s (HIBP). The goals of this program and its scope of operation were modest from the outset. The program was designed to serve only Harvard graduate students and alumni. Continuation of the program beyond its initial three-year period was to be conditional upon both its success in achieving its basic goals and a sound financial performance.

The primary purpose of the HIBP was to assist Harvard graduate students and alumni who wished to transfer their skills from academia to the business world. In pursuit of this purpose a number of specific program objectives were identified:

1. To establish in the minds of the participants, university faculty members, and prospective employers an awareness that the special skills and talents which Ph.D.'s acquire during graduate study can be applied successfully in a variety of positions in the business world.
2. To create a vigorous and supportive setting that would encourage program participants to examine the potential applications of all aspects of their previous experience and training.
3. To familiarize participants with the fundamental rhetoric of the business world and its basic structures.
4. To present in a tight six-week format a carefully constructed cur-

riculum that would provide a sound overview of the fundamentals of business practice.

5. To assist participants in pursuing career opportunities in business and guide them in the concrete tasks of recasting their resumes, conducting job searches, and interviewing. Participants would meet Ph.D.'s who had successfully made the transition to business. A placement component of the program would circulate resume materials to potential employers, and company representatives would be brought to Harvard to interview students.

The HIBP ran each summer from 1980-83, extending one year beyond the planned pilot period.

Admissions

The program was designed primarily to serve students and alumni of the Harvard Graduate School of Arts and Sciences. Faculty members holding junior appointments in the Faculty of Arts and Sciences were also allowed to apply. Students could apply if they expected to complete all degree requirements before the deadline for program registration or if they obtained the consent of their academic advisor. In order to avoid conflict between dissertation work and program participation, applicants were required to submit a progress report from their dissertation advisors by March 15. Alumni applying to the program were ordinarily expected to be no more than seven years beyond the completion of their Ph.D. The application and admission process entailed submission of all materials by late February. After a preliminary screening, finalists were invited to interviews in March and April with admissions decisions released on April 15.

Faculty

Leading in the development of the faculty and the program's approach to teaching and learning was a senior member of the Harvard Business School faculty, George F.F. Lombard, the Louis E. Kirstein Professor of Human Relations, Emeritus. Faculty members, selected to represent different perspectives on the world of business, included: Henry M. Morgan, Dean of the School of Management, Boston University; Walter J. Salmon, Stanley Roth Sr. Professor of Retailing, Harvard Business School; James S. Hekimian, President of the Mugar Group; E. Eugene Carter, Chairman of the Department of Finance, University of Illinois at Chicago Circle; Stanley Buchin, Vice President and Director of Marketing Services, Temple, Barker, & Sloane; Cyrus F. Gibson, Vice President, Professional Services Group, Index Systems Inc.; Linda G. Sprague, Professor of Operations Management, Whittemore School of Business and Economics, University of New Hampshire; Hugh Warren, consultant, Temple, Barker, & Sloane; Irwin Tepper, consultant; Donna Martyn, HIBP Director and Assistant Dean for Placement and Alumni Affairs; and Steven Star, a private business consultant and senior lecturer in marketing at M.I.T. who served for two years as Faculty Chairman of the program.

The Curriculum

Classes focused on a number of fundamental topics related to the organization and management of business enterprises, approached from the perspective of a manager responsible for making decisions and taking administrative action. Attention was given to a variety of business settings: financial institutions, manufacturing, distribution, transportation. While progressing through the basic topics the student would at the same time acquire an introduction to quantitative techniques and the basic language of the business world. Alongside this core curriculum was a practical component that addressed the issues of self-assessment and career development.

The key subjects treated in the six-week core curriculum were:

1. **Control**

   Standards and methods for the control of operations. Included were such topics as the use of budgets, the analysis and interpretation of financial systems, the design and use of information systems.

2. **Production and Marketing**

   An introduction to these two functions and the ways they are interrelated in such organizational settings as job shops, service industries, and assembly line and continuous flow operations. An exploration of the nature of markets, product selection, and approaches to distribution.

3. **Finance**

   Issues related to the general financial health of a company. Attention was focused on the issues of working capital, sources of funds, analysis of fund flows, and current value of money.

4. **Organizational Behavior**

   An exploration of the human and social aspects of business administration with special attention given to improving understanding and communication in organizations undergoing change.

5. **General Management**

   An overview of the challenges managers encounter in organizational settings. Cases ranged over a variety of general moral and ethical issues having to do with discrimination, regulation, and the environment.

The self-assessment and career development aspect of the curriculum was designed to elicit the participants' own judgment about the relevance of their skills and interests to careers in business. By analyzing cases that presented material on individuals with various types of academic credentials, members of the program were guided in their own self-evaluations. Specific attention was given to composing resumes, developing contacts, and preparing for interviews. (See the article by Cynthia Verba on p. 152.)

The Case Method

A variety of teaching methods was employed in the program, but the basic instructional approach was the case method. The program drew upon the rich resources of case material developed by the Harvard Business School. Cases presented the participant with a management problem described up to the point where a decision must be made about policy or course of action. On the basis of case information the participant isolated the pertinent facts and the central problems, and framed a recommendation for policy decisions or for a plan of action.

The use of case material combined individual and group activity. After individual analysis participants met in groups of six to eight for discussion. Later faculty members led students to review and refine their judgments and conclusions in class discussions.

The Workload

The program was designed to offer a rigorous and intensive six weeks of total involvement in the subject matter. On a six-day-a-week schedule a typical day began over breakfast at 7:30 a.m. Morning and afternoon classes were followed by evening discussion groups after which students were expected to concentrate on preparation for the next day's class schedule. Lunches and dinners were times to continue discussion, often with guests invited from academia and the business world. Potential students were told that they should not enter the program casually. Although residence in the program's own housing was not required, it was felt to be essential if those who did not live in Cambridge or nearby communities were to take full advantage of the daylong opportunities for interaction with peers, faculty, and guests.

Placement

Having prepared themselves for placement through the self-assessment component of the program, participants learned about the profiles of companies that looked attractive to them through seminars and individual discussions with business professionals. During the two weeks following the six-week program, students interviewed with representatives of companies and other organizations who had been invited to come to Cambridge to meet HIBP graduates. About 250 organizations were invited to interview students each year. Among those represented were:

- APC Skills
- Arthur D. Little
- AT&T
- Atlantic Richfield
- Bank of New England
- Booz, Allen & Hamilton
- Chemical Bank
- Citibank
- Container Corporation of America
- Cummins Engine Co.
- Dart & Kraft
- Data Resources Inc.
- Dupont Experimental Station
- Esautals & Wilson
- Exxon
- Federal Reserve Bank of Boston
- Fidelity Management and Research
- First National Bank of Boston
- General Motors
- John Hancock Insurance Company
- Harbridge House
- Harvard Business School
- IBM
- McCann-Erickson
- McKinsey & Co.
- Merck, Sharpe & Dohme
- Morgan Guaranty Trust
- Morgan Stanley & Co., Inc.
- Oska Mode Gakuen
- Proctor & Gamble
- Prudential Insurance Company
- Quaker Oats
- Shawmut Bank of Boston
- State Street Bank and Trust
- Stone & Webster
- Stop & Shop Companies
- Temple, Barker and Sloane
- Time Inc.
- United Brands Company
- Wang Laboratories
- Western Electric

A summary of placement results available through October 1982 is as follows:

	1980	1981	1982
Number of Participants:	47	38	47
1. Participants who have accepted new positions	36	17	7
2. Participants who are continuing in academic positions but are pursuing leads for nonacademic jobs	6	9	16
3. Participants who have returned to nonacademic jobs held before entering the program, but who continue to pursue leads for other nonacademic jobs	2	4	13
4. Participants whose current job status is unknown	3	8	11

Profile of Program Participants

Over the four years of the program, participants divided into major academic disciplines as follows:

	1980	1981	1982	1983
Humanities	22	11	17	14
Social Sciences	11	17	20	14
Natural Sciences	14	10	10	0
	—	—	—	—
No. of Participants	47	38	47	28

Table I shows the spectrum of participants' disciplines.

TABLE I
Profile by Discipline

Anthropology	2	2	1	—
Applied Sciences	3	3	2	—
Astronomy	—	1	—	—
Biochemistry & Molecular Biology	1	1	—	—
Biology	3	1	2	—
Biophysics	—	—	1	—
Botany	1	—	—	—
Chemistry	3	1	1	—
Classics	1	1	1	1
Comparative Literature	—	—	1	1
East Asian Languages & Civilizations	2	—	—	1
Economics	1	—	—	2
English	6	1	—	1
Fine Arts	1	1	2	1
Folklore & Mythology	1	—	—	—
Germanic Languages & Literature	2	1	1	—
Government	2	1	6	2
Government & East Asian Studies	1	—	—	—
History	4	4	4	4
History & East Asian Languages	1	1	3	—
International Relations	—	1	—	—
Linguistics	1	1	—	—
Mathematics	—	1	—	—
Medical Sciences	—	1	1	—
Middle Eastern Studies	1	1	—	2
Near East Languages & Civilizations	—	2	3	5
Philosophy	—	1	2	—
Physics	—	—	3	—
Psychology & Social Relations	—	2	3	2
Regional Studies—East Asia	1	1	1	—
Religion	1	—	—	1
Romance Languages & Literature	4	2	3	1
Sanskrit	—	—	2	—
Slavic Languages	2	1	1	1
Sociology	2	2	3	3
Statistics	—	1	—	—
Unknown	—	2	—	—
	47	38	47	28

Costs of the Program

As of the final year of the program the breakdown of the total cost to the participant was:

1. Tuition, Fees and Other Expenses—

Application fee	$ 15.00
Tuition	1,200.00
Registration /Facilities fee (includes library privileges and use of athletic facilities)	40.00
Health Fee, Estimated (mandatory for all participants not currently enrolled in GSAS)	25.00
Case Materials, Estimated	95.00
Textbooks, Estimated	85.00
Meal Contract (mandatory for all participants includes breakfast, coffee break, lunch, and dinner Monday-Friday. Breakfast and coffee break on Saturday. Also, includes special events)	525.00
	$1,985.00

2. Optional Expenses

Dormitory Rooms (includes weekly linen service)	
6 weeks (June 13-July 24)	$ 420.00
8 weeks (June 13-August 7)	560.00
Coop Membership	1.00
	$ 981.00

Closing of the Program

By most standards applied in the assessment of the experiment, the HIBP was a success. Students seemed to be uniformly satisfied with the experience. The faculty felt it was a quality program and were quite pleased with their students' progress. Participants either had success in landing positions in business or left the program feeling well equipped to pursue their searches. Nevertheless, it was decided one year beyond the initial three-year pilot phase that the University could not justify the financial subsidies necessary to present a program of the HIBP design to a small and perhaps declining number of interested Harvard graduate students and alumni.

Other Related Activities

In collaboration with the Graduate School of Arts and Sciences, the Harvard Office of Career Services and Off-Campus Learning (OCS/OCL) has for many years offered a variety of support services to graduate students. In the fall of 1983 these activities were expanded to address some of the needs no longer met by the HIBP. Although the OCS/OCL does not teach a business curriculum, it does provide many other self-evaluation and career exploration services, both individually and in group workshops. This effort is also giving attention to the development of a network of business contacts which can be used by the Ph.D. interested in career opportunities outside the academic world. (See the article by Cynthia Verba on p. 152.)

Enduring Interests

Despite termination of the Harvard Introduction to Business Program, the Graduate School of Arts and Sciences remains interested in exploring and responding to a variety of key questions related to nontraditional careers for academics. Some of these questions follow.

1. For the University in general:
    - Will the unavailability of sufficient academic positions continue to invite Ph.D.'s to consider nonacademic careers at a rate comparable to that of the past ten years?
    - What can one learn about the influence of faculty attitudes on graduate students who decide to consider alternative career options?
    - Is it possible for Ph.D.'s to make such career changes and still contribute usefully to their academic disciplines?
    - What should be the role of the University in serving nonacademic placement interests and how far should this be extended to serve alumni?
    - Are there any benefits to the culture that result from the movement of trained arts and sciences graduate students into organizations and institutions which have not previously employed them?

2. For business organizations and other institutions employing Ph.D.'s:
   - How well do the skills and training of various Ph.D. disciplines translate into nonacademic organizations?
   - Can academics compete effectively with those who have specialized business training?
   - Are there benefits, both general and specific, to be gained by bringing a different breed of professionals into the business world?
   - What positions are such potential employees best suited for?
   - What types of orientation and on-the-job training are necessary to integrate academics into the business workplace?
3. For Ph.D. candidates and degree holders:
   - What is entailed in making a major career change from an academic to a nonacademic career?
   - Can one's academic interests be continued in any substantial way if one develops a nonacademic career?
   - Are there constructive ways to view new career alternatives for the academically trained that are not reducible to "bail-out" actions?
   - What attitudes do one's faculty and fellow graduate students have about such career alternatives?
   - What can one learn from role models who have developed nonacademic careers?

In the following comments Dr. Langer recounts his rite of passage from Sanskrit scholarship through Harvard's Introduction to Business Program to his current administrative post at Harvard's Graduate School of Arts and Sciences.

Kenneth Langer

Special Assistant to the Dean
Graduate School of Arts and Sciences
Harvard University

Before assuming my current position, I devoted myself for a decade to subtle problems of ancient Sanskrit literary criticism. Reaping the so-called psychic rewards of teaching, publishing, and delivering papers before learned societies, I lived with a certain dignity and honesty. As a graduate student and then postdoctoral fellow, my poverty was not too unsettling, even if plastic was conspicuously absent from my wallet. A scholar's indigence, like a monk's, imparts an air of respectability, at least until one is 30 years old.

Never did I allow myself to question those venerable brahmins of my discipline who intoned like Vedic priests that the best people still get academic positions. Moreover, my colleagues finishing dissertations seemed to be securing academic posts, although some were headed for cities I had never heard of and others were donning their gypsy outfits to become America's new peripatetic caste — the one-year academic appointee. In short, I felt little motivation to climb down from my ivory tower to examine its foundation.

It is befitting that the second chapter of my tale takes place in Germany and India, where I spent two years as a senior fellow of the American Institute of Indian Studies after receiving my Ph.D. in 1978 at age 27. Does not every rite of passage involve a journey to the other world, or at least to some distant land to battle with dragons, rivers, other primordial forces? I too fought Grendel and was changed. During my sojourn in India, it became clear that my professional aspirations to teach Sanskrit literature at one of America's leading universities were unrealistic in view of the job market. Most universities don't equate Sanskrit with anything other than Hinduism and Buddhism, and few institutions are ready to entertain the thought that India has a tradition of literary criticism dating back to the fourth century A.D. Returning to Cambridge after two years, I was already thinking beyond the Sanskrit texts I had labored so long to read.

The depressed job market was not the only factor behind my decision to leave the classroom. I sensed that there was an exciting world beyond the Wales Professorship of Sanskrit at Harvard. After all, the life of the Sanskrit professor is lonely and knows precious little of the pleasure of policy making and managing staff, not to mention frequent promotions and big expense accounts. The thought of spending the next 30 years writing articles on the suggestive significance of alliterative phonemes in fourth century Sanskrit poetry for a half dozen eccentric scholars around the world was more than a little disconcerting.

Although I was not averse to change, I was admittedly less than enthusiastic about the options that came to mind: banks and consulting firms, however thickly carpeted, held no appeal for me. Moreover, the world of scholarship fed my ego in countless ways. Is there not immortality in the written word? Was I not within reach of an academic Hall of Fame? Common sense told me that a career transition would mean considerably more than an hour or two of "self-assessment" with a career counselor; it would require discarding an entire set of values about the world and myself and replacing it with another. I felt like the scrabble player whose decision to forfeit his turn for a new set of letters is beset with fear as well as with expectation. Few situations in life could be more humiliating than unsolicited unemployment, and Harvard Ph.D.'s are not exempt.

In 1982, six months after returning from India, I took up my present position, which put me in charge of development and alumni affairs at Harvard's Graduate School of Arts and Sciences. There is, to be sure, a feeling of accomplishment in Ph.D.'s like me who find alternative careers in business, administration, and other fields. But the success is often bittersweet; for the Ph.D. entering a nonacademic environment is frequently leaving a world he or she loves. Having descended from the lofty tower of academe, I sometimes felt like an epic hero who, despite his semi-divine status, is forced to recognize his limitations and mortality.

I have recounted these personal thoughts to make an obvious but too often forgotten point: Ph.D.'s are not undergraduates innocently mak-

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ing their first career decisions in a world whose arms are wide open to bright, energetic 22 year olds. The Ph.D. is a scholar; he or she has already chosen a career — academe. Moreover, by the time the graduate student has earned his or her Ph.D., teaching and research have often become a calling. And to make matters worse, the Ph.D. who ventures into the "real world" is often greeted with skepticism and prejudice.

Although I took up my appointment with enthusiasm and quickly banished any thought of seeking a position in business, I did negotiate a six-week leave of absence to attend the Harvard Introduction to Business Program for Ph.D.'s. I believed that the intensive curriculum of marketing, finance, management, etc. would serve me well in my new post. I was, after all, responsible for all printed matter that periodically went to 33,000 graduate alumni — from writing the copy to overseeing the various stages of production and mailing — for managing a staff, and for considerable financial planning.

Programs for "retooling" Ph.D.'s teach skills, change psyches, and minimize the risk of letting scholars loose into a world that they may dislike and that may dislike them. By throwing Ph.D.'s and businesspeople together in classes, panels, plant tours, etc., they help shatter the illusion of Ph.D.'s that businesspeople have deficient I.Q.'s, and the illusion of businesspeople that Ph.D.'s can communicate only with each other. Learning to undo bottlenecks in large job shops and calculating future values of investments are not like reading Sanskrit love poetry; but the newfound awareness that such real problems are challenges to even the best of minds, like difficult but engaging puzzles, is more than a little enlightening.

To help Ph.D.'s make successful career transitions, universities should be willing to invest in a new breed of career counselors, and perhaps even psychologists, who are equipped to help mature adults face formidable psychological and professional obstacles. Sympathy and good will must never be the sole qualifications of such career counselors.

Universities that ask themselves whether they can afford to make such an investment in their Ph.D.'s had better ask if they can afford not to. No doubt special services for Ph.D.'s are costly. But the outlay buys a great deal for universities that have already made a substantial investment in their graduate students and can, with a relatively minor supplement, prepare their Ph.D.'s for responsible positions outside the university. Effective fund-raising strategies coupled with good student loan programs can minimize the cost of all services for Ph.D.'s. Moreover, we should not forget that gainfully employed Ph. D.'s become tomorrow's donors. If academic deans are not always happy about Ph. D.'s going into business, development officers should be thrilled at the prospect.

Is it good business to let Ph. D.'s founder when they can be taught in a summer the rudiments of business and, weeks later, begin to take up the challenges of management in the private sector or government? Some will argue that graduate schools should do what they do best and stay out of the business of retraining Ph. D.'s, even if we concede that the costs are offset by the benefit to society. Clearly, we should never forget the primary purpose of graduate schools. Do we need to cite examples in history, however, when men and women, institutions, and even nations have stepped forward to meet challenges that are, so to speak, not in their job descriptions?

The Chinese character for "crisis" is formed by joining the words for "danger" and "opportunity." Surely there is reason to believe that the present crisis for Ph. D.'s is not without opportunity for all concerned. I suspect that our Ph. D.'s who leave the university will not only survive the crisis but will, with a little help from their colleagues, flourish in their new environment.

Professor Star focuses on what he learned by teaching marketing via the case method to his non-business Ph.D. students at Harvard.

Steven H. Star

Senior Lecturer in Marketing
Sloan School of Management
Massachusetts Institute of Technology

I was fortunate enough to teach in the Harvard Introduction to Business Program from 1981 through 1983, and to serve as chairperson of the program during 1982 and 1983. This teaching experience was one of the high points in an academic career spanning 15 years in which the major emphasis has been on teaching. In fact, the teaching experience was so extraordinary that it caused me to reformulate many of the primary notions I had developed about teaching over the years.

The program objective — to facilitate the transition from academia to management while providing an opportunity to explore the attractiveness of such a career shift — was to be accomplished through a highly intensive curriculum based primarily on the case study method associated with the Harvard Business School. This method was considered especially appropriate for Ph.D.'s, given their typical lack of experience with managerial and, especially, business contexts.

In order to communicate what I learned from HIBP to the broad audience for this publication, it is necessary for me to describe the case method, at least as I use it. A business case is a description of a managerial problem in which the student is asked to identify with a key protagonist in the case, to analyze the information available to that protagonist, and then to come up with a decision and a plan of action for implementation. In the course of studying a wide range of cases, set in a great variety of industries, environments, and situations, the student cannot help but acquire a great deal of institutional knowledge, considerable familiarity with the language of business, and a significant amount of practice in the use of basic business analytic techniques and managerial skills. Moreover, the selection and sequencing of cases within and among courses are intended to develop through induction a conceptual schema of the major functions of a business enterprise.

Obviously, this pedagogical method is an inefficient means of imparting information, or even of teaching "principles" of management. It is justified, and can only be justified, to the degree that one believes that critical management processes are not susceptible to rules and principles, but instead are best accomplished through the thorough analysis of specific situations, and the application to such situations of judgment based on both intelligence and experience.

Over the years I have used the case method extensively with a variety of student groups in both academic and corporate settings. In teaching MBA students, it is generally necessary to enrich the case discussion with as much "real world flavor" as possible. Conversely, when teaching experienced executives, one finds oneself prodding, cajoling, and demonstrating the use of analytic techniques continuously.

In this context, let us consider Ph.D.'s as students of management. At the time of their arrival at HIBP, most of the participants were in their mid-thirties to mid-forties, mature enough to have made the decision to attend HIBP on the basis of fairly rational premises. At this point in their lives most had families, and were making considerable sacrifices in order to attend the program. Highly intelligent, highly motivated, and more than aware of their lack of knowledge in the managerial sphere, the HIBP participants were, by any criteria I can muster, ideal students, especially for the collaborative work required by the case method.

Under these circumstances, it seemed to me that the best pedagogical course would clearly be to set the stage for the process and then keep my own mouth shut to the greatest degree possible. I followed this course, and thus embarked on a uniquely valuable educational experience. The students approached case problems in ways they had never been approached before. A discussion of the mass distribution of consumer products in France, for example, engendered a fierce debate concerning the role of the small shopkeeper in the politics of France in the 1970's and the implications of such political analysis for the future of hyper-markets, a new form of mass retailing being pioneered in France at that time.

In all instances, and this is the important point, our case discussions benefited considerably from the diverse viewpoints based on the multiple nontraditional disciplines of the HIBP participants. After virtually every class I felt pressed to rush back to my office to incorporate

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into my notes the many new insights I had gleaned from the attack on the case from so many new perspectives.

The conclusion of this brief note should, by this point, be obvious. The case method is, I believe, a reasonable simulation of the real world of management. In perhaps 20 to 25 case discussions per program, I invariably found my insights into the problems considerably enhanced from having analyzed the cases with the Ph.D. participants in HIBP. In most instances, I had previously discussed the case problems with MBA candidates, middle level managers, and senior executives. Nonetheless, the HIBP participants greatly broadened and enriched my appreciation of the business problem being discussed, and demonstrated to me the importance of factors which had not even been considered by the MBA students and professional managers.

The implications of my experiences in this regard for the corporate recruitment process are, it seems to me, quite clear.

The author makes a case for the unusual fit between her training as an anthropologist and her present position on the faculty of Northeastern University's College of Business Administration. She is an alumna of the Harvard Introduction to Business Program for Ph.D.'s.

Kristina Cannon-Bonventre

Assistant Professor
Marketing Group
College of Business Administration
Northeastern University

A person with a Ph.D. in English is supposed to be an English professor, not a banker. On the other hand, a person with a Ph.D. in economics may appropriately be an economics professor or an oil company executive. The pressures to stay within the fold exerted by senior faculty on Ph.D. candidates and recent graduates is by no means subtle. The mere discussion of so-called nontraditional careers frequently leads to the use of such terms as "selling-out," "prostituting oneself," or simply, "failing."

In retrospect, I was very fortunate to be a person who didn't fit in graduate school and who was, more than once, considered to be a failure. From those experiences, I learned several valuable lessons that have had a major impact on my life. One, if you don't fit into the relatively narrow world of a single department (in my case, anthropology) in a single university (in my case, Harvard), you learn to define your world broadly enough so that you *do* fit in somewhere. Two, being thought a failure (I wasn't in fact, and failure is a relative concept anyway) is at the same time misery *and* freedom because you obviously can't lose what you don't have. Three, an early opportunity to think deeply about how you really want to spend your time and intellectual energy is rare and not to be missed, even if unwelcome when it presents itself.

In short, by using a set of circumstances which seemed negative at the time, I was able during graduate school to grasp two important insights and develop plans to implement them. The first was that anthropology, as a field, was the perfect place for me. The second was that an anthropology department was not the only place to be an anthropologist, and perhaps not the right place for me to be one.

Just before completing my dissertation, I helped to prepare two proposals for federal funding for a local behavioral sciences consulting firm. I was paid the splendid sum of $100 for the long days and nights spent writing the proposals. At the time, however, this assignment was a concrete and daring step toward what is politely known as a career shift. A month after completing my dissertation, I received word that the proposals had been funded for approximately $150,000, and that I had therefore joined the fortunate ranks of employed Ph.D.'s able to stay in Harvard Square.

My position as a research scientist doing anthropological work in a consulting firm constituted nearly four years of grueling and utterly invaluable work. Between aspirins, I began to see how large the world really is, and by producing piles of proposals, draft final reports, final reports, and articles, I finally learned how to write. I also started to come to a better understanding of how I wanted to spend my time.

Since the office of the consulting firm in which I worked was young and small, I had managerial as well as research responsibilites. I discovered that the management of research activities and the marketing of the firm to potential sponsors held great challenge, and that I showed promise of being able to meet that challenge. The business side of things was so appealing that I began to investigate MBA programs. I liked management and marketing sufficiently to contemplate transferring to industry. My plan was to "certify" myself as appropriate for an industry position. At that point I perceived yet another formal degree as the right way to address issues of career transition and development.

Late in 1979, the Harvard Introduction to Business Program for Ph.D.'s was announced. The first program was to begin in early June of 1980. Applications were due at the end of January 1980. The price, time commitment, and risk all struck me as exceptionally modest, certainly an attractive alternative to an MBA program, or at least compatible with an MBA degree I might choose to pursue later. Since I was applying for the first class and since my first child was due at the end of March, there was a small element of daring involved, analogous to the feeling an anthropologist gets setting off for a new fieldwork site.

The HIBP people asked me to come for an interview on March 26th at 9 a.m. When I told them that my baby was due that day so perhaps it would be better to schedule it later, they suggested 2 p.m. That wasn't quite what I had in mind, but it was much preferable to the complete exclusion of pregnant women or mothers. I left the appointment for 2 p.m. on March 26th and did, in fact, have to call from the hospital labor room that day to reschedule.

HIBP in 1980 was easily one of the most valuable and exciting experiences I have ever had. Many alumni of that and similar programs, I am sure, have had those feelings of discovery, sharing, and enlightenment that our spouses and friends probably tired of hearing about. The combination of outstanding, experienced business faculty, with the collective drive and abilities of 50 Harvard Ph.D.'s, and the challenge of the subject matter was invigorating to say the least. To my surprise, the amount of substantial business knowledge I acquired made the program more than a mere introduction to business.

The marketing instructor, a senior faculty member in marketing at Harvard Business School, offered me a position as his research associate following the program. I ultimately accepted the position and embarked on yet another intense learning experience back at Harvard, but this time on the *other* side of the Charles River.

At Harvard Business School I became one of the soldiers in the army of writers of the famous business cases. The cases I handled were in retailing and consumer marketing. I still marvel at the fact that Mother Harvard paid me to travel all over the country to do exactly what I wanted to do in making my next set of career decisions — pick the brains of executives and managers in all kinds of firms about what they actually did on the job. While I wouldn't suggest such a position as appropriate for the long term because of the high probability of burnout, it was tailor-made for me and others in similar situations. One advantage of the position is that the subjects of the cases not infrequently offer the interviewers jobs during or after the field interviews.

I received a number of attractive offers in industry while at HBS. At the same time, I was observing another segment of academia of which I had been totally ignorant — the business school. Unlike the situation in schools of arts and sciences, business school enrollments are healthy and qualified faculty with terminal degrees are in short supply. The business school faculty alternative began to look worth investigating. It would involve teaching (which I liked), research cooperation with industry (that was attractive), opportunities for consulting (worth considering), salaries affected by market conditions (better even than a living wage), and substantial freedom over the disposition of my intellectual capital (not to be sneezed at). In short, a business school position, at least in theory, seemed just the thing. But where? Was there a specific department in a specific place where I would fit, be needed and wanted, and be productive? Happily, and as corny as it may sound, the very place was sitting right under my nose — Northeastern University in Boston where I joined the faculty in January 1983.

In my position as Assistant Professor of Marketing, my research and teaching are in the mainstream of marketing. I currently teach the first course in marketing management to MBA students and consumer behavior to undergraduates. My first article just appeared in the *Harvard Business Review*. I am frequently asked, "Do you 'use' your anthropological training?" The answer is, "Most assuredly yes, every day." I will always be an anthropologist. Thank goodness I found a place where I can apply what I know in a way that satisfies me. Business schools have people who can read income statements and do discounted cash flows; they could use more people who can bring new perspectives to understanding consumers and investigating corporate cultures.

Dr. Sprague has been a faculty member of the Harvard program since 1980. That year she was a Founding Professor at the National Center for Industrial Science and Technology Management Development at Dalian, China. She compares teaching humanities and social science Ph.D.'s with teaching middle managers.

Linda G. Sprague

Professor of Operations Management
Whittemore School of Business and Economics
University of New Hampshire

Serving on the faculty of the Harvard Introduction to Business Program for Ph.D.'s (HIBP) has been the best teaching assignment of my career. Without exception the students are intelligent, enthusiastic, and articulate. Working with such students in the intense environment of the program generates the kind of infectious interaction and excitement that is supposed to characterize all higher education.

Teaching this group offers delightful extras. Particularly enjoyable is the students' open interest in pedagogy as well as in content. For most participants the HIBP is their first introduction to case-oriented teaching, simulations, and study groups. The students grasp concepts and issues quickly and are demanding in their quest for more information. Their questions go to the heart of what is entirely new subject matter for them; there is never enough time to answer such questions fully.

Time does pose a serious problem for our participants, as does the variety of material introduced all at once. This immersion is deliberate. Part of the pedagogical objective is to bring students up to the pace of activity in the world of business and industry. This is a world where little time is allowed for leisurely thought, where decisions are made without the luxury of lengthy research and analysis, and where the problem at hand shifts constantly. The press of time coupled with the constant change from one subject to another constitutes a formidable challenge for most students, yet provides a realistic simulation of the environment they may enter.

In my regular classes, I teach undergraduates, MBA candidates, and middle managers who attend the University of New Hampshire's Executive Development Program. Participants in the HIBP are most like middle managers in their receptivity to new ideas, willingness to grapple with difficult issues, and general good humor while under pressure. The teaching approaches which work best with these practicing managers work best with the HIBP participants: substantial material introduced rapidly, with the emphasis on practical application. The case method works better for the HIBP participants than with any of my other students. The richness of a case study — introducing an industry, organizational setting, people, and a technical issue concurrently — does not faze students who are familiar with the complexity and detail of another field. Even those who have chosen not to seek careers in business after the program have returned to their own teaching with renewed spirit and innovative ideas for their own pedagogical development.

Before enrolling in the program, almost every participant had encountered skepticism about the appropriateness of Ph.D.'s in business. Academic colleagues are commonly the source of this skepticism. Industry is not skeptical about the usefulness of some Ph.D. degrees; those with doctorates in physical sciences, engineering, management, and economics move frequently and gracefully between academe and the private sector. Industry's hunger for such Ph.D.'s is so great that national task forces are being formed to head off the outflow of talent from the universities. Moreover, there is no skeptcism about the role of Ph.D.'s outside academe among our HIBP graduates who now hold stimulating and lucrative positions in business.

Admittedly, the business community hesitates to welcome Ph.D.'s in the humanities into its bosom. It is not the humanists' talents or training which are viewed with suspicion, but their attitude toward the host. Businesspeople are familiar with the cavilling which is commonplace in some parts of the academic community about business enterprise. It is just this attitude, based on limited information, which our participants must reckon with as they decide to join the HIBP. Most are surprised to discover that intellectual challenge abounds in the world of business, and seem bemused to find that business harbors no more scoundrels and rascals than the academy.

The Ph.D. in the humanities, the degree held by the majority of HIBP students, differs from the degrees aggressively sought by business only in the area of application. All doctoral work requires in-depth analysis, intellectual initiative, and, frequently, creative thinking. This is exactly what business and industry seek. The HIBP and similar programs provide convenient and efficient loci for Ph.D.'s to prepare themselves for a new experience, and for business and industry to find fresh talent ready to apply itself to serious, meaningful, and intellectually engaging marketplace issues.

The author, who has taught in the Introduction to Business Program, is former Dean of the College of Business Administration and former Provost at Northeastern University. He is currently President of an investment management company, as well as an Adjunct Professor of Management at M.I.T. His comments center around the distinction between business managers and business leaders.

James J. Hekimian

President
The Mugar Group Incorporated

Business firms need both managers and leaders, managers to run the business and leaders to set the future course.

Business schools have become the major training ground for managers. Students attending these schools, even with no prior education or experience in business, can become proficient enough to qualify for entry-level managerial positions. At the same time, the research capability of business schools produces a steady stream of new management techniques which contributes to the improvement of management quality at all levels. Some have characterized this ongoing dynamic process as helping managers "do things right."

While the supply of well-qualified managers is reasonably assured, there continues to be a shortage of leaders — those with a broad range of vision and the ability to rise above the day-to-day concerns of management, those who can conceive opportunities and then lead others in seizing these opportunities for the benefit of their firms and society as a whole. As a former business school dean, I am aware of the efforts of business schools to teach leadership by offering courses in formulating strategy and planning. However, as a businessman I know that it is the implementation of strategy that separates leaders from managers. Leaders don't succeed so much by making detailed plans as by adapting to change and finding ways to overcome the many inevitable obstacles which block their path.

Leaders may be characterized as entrepreneurial in nature, leaving "doing things right" to others, while they concentrate on "doing the right things." Their approach to work, different from that of managers, combines the discipline to focus on long-term goals and the willingness to take risks to achieve those goals. They are highly motivated, ambitious and determined to succeed, creative and imaginative, bold and decisive, eager to take action and able to communicate their ideas to others, many of whom become inspired followers. Unfortunately, these traits cannot be taught in a classroom, not even at business schools. They are often cultivated on the job and may have something to do with individual instincts or personality factors.

Where do leaders come from, then? Some, of course, do emerge from managerial ranks. Others, however, come from various places as they always have, some with no business school education and some with no formal education at all. One need look no further than the background of successful entrepreneurs to confirm this observation. In this light, it seems shortsighted to overlook any source of possible future business leadership, including scholars. To overlook them because they have advanced degrees in nonbusiness areas is particularly shortsighted.

The Harvard Introduction to Business Program for Ph.D.'s offered me the opportunity to work closely with about 150 young men and women who were endowed with high intelligence and educated in a broad array of nonbusiness disciplines. After completing the six-week curriculum, many had developed to the point where they could make useful contributions as managers. The early results of their experiences working in business are encouraging.

More significant is that within this new pool of managerial talent there is a potentially rich source of people with those traits needed for leadership, perhaps proportionately more than in a typical business school program. This should not come as a surprise. After all, people who complete Ph.D. degrees are highly self-motivated. They have had to envision opportunities for developing new knowledge and formulate a plan of study and research. They had to implement this plan in a dissertation which meets rigorous requirements. And they have had to communicate their ideas to others. The path to completion of a Ph.D. is strewn with obstacles so successful candidates must continually adapt and find ways to achieve their goals. Need I draw the analogy any further?

Leadership in the business world is a scarce resource. We can't afford to ignore any potential source, especially one which shows such promise.

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In addition to her work at Harvard's Office of Career Services and Off-Campus Learning described here, Dr. Verba is also an active musicologist with a Ph.D. from the University of Chicago. She believes that her current position draws on skills developed in her own doctoral work. The American Musicological Society recently appointed her chairperson of a new committee on careers for musicologists.

Cynthia Verba

Associate Director for Ph.D. Programming
Office of Career Services and Off-Campus Learning
Harvard University

During the past decade, those of us who have been serving as career advisors to Harvard Ph.D.'s have had a chance to put the impact of the job market into some historical perspective. We now see more clearly that the expansion of higher education in the '60's was an aberration. The norm has become and probably will continue to be a highly competitive job market. There are some more optimistic projections for the 1990's — many tenured faculty members will retire — but we do not expect opportunities in academe to return to the level of the expansive era. The 1990's will not see a significant increase in the cohort of 18 to 22 year olds.

My thoughts, nevertheless, are of progress. For with the challenge, and indeed the pain, of adjustment to a declining market has come a new understanding of the meaning of the Ph.D. degree. Above all, those of us who have been working as career advisors have learned, or perhaps re-learned, that people seek the Ph.D. for many different reasons and put it to many different uses, for society's benefit and their own.

A good part of this learning has come from close listening to what graduate students and recent alumni have been saying. They continue to be motivated by a love of field and of scholarship, but they have become more conscious of the decline in quality of life in academe, especially at the junior faculty level. They contemplate such realities as low salaries, little choice of location, the increasing necessity of moving after a year or two, the strain of job insecurity or even unemployment, and the severe problems many of these issues pose for the growing number of two-career families. This realism has given rise to reservations about a career in academe, but *not* necessarily about the intrinsic value of the Ph.D. There is a new tendency to view the Ph.D. degree as leading *either* to an academic career — if a satisfactory one materializes — *or* to a nonacademic career, for which students are willing to undertake some preparation. There is also a parallel tendency for independent scholars to remain productive, even while holding a nonacademic job. This sense of broadened possibilities has grown as the number of Ph.D.'s finding rewarding careers outside of academe has increased. Most Harvard Ph.D.'s still have a strong preference for teaching and research careers, even as they contemplate some of the harsher facts cited above. Indeed, some cannot contemplate any other career (and they are the most difficult to counsel should a career change be forced upon them). However, there has been a noticeable shift towards a more open and flexible attitude in defining career goals.

How have we responded to this sense of widening options? What forms of assistance have we provided to allow Ph.D.'s to explore the full range of possibilities open to them? What are some of our plans and hopes for the future of such services? In designing career programs for Ph.D.'s at Harvard, we have been guided by the unsettling realization that there is a sizeable gap between the skills needed to obtain a job — or for that matter, a fellowship — and the skills required to do that job well. Our experience with Harvard Ph.D.'s indicates that while many excel in the latter, they have relatively little notion of the former. This is especially true as career concepts for Ph.D.'s have broadened and career planning and exploration have become more complex.

Our primary response to these needs is intensive and individualized counseling by professionals who focus exclusively on the needs of Ph.D.'s, as well as by others specialized in particular career fields. We not only help those already on the job market, but also current graduate students who seek career assistance early in the graduate career, in order to allow time for gradual exploration which will not interfere with the quality of academic work. Counseling is complemented and supported by a wide range of career services and resources, many of them specifically designed for Ph.D.'s:

- an extensive library of career-related materials, annual reports, directories, job and internship listings, and periodicals;
- skills workshops on resume and cover letter writing, on networking and informational interviewing, on preparing for professional meetings, and on proposal writing;
- panel discussions with guest speakers, usually Ph.D.'s in nonacademic careers, who discuss all aspects of career transition;
- interview training which includes the use of videotaping and role playing;
- on-campus recruiting;
- contacts with groups of independent scholars who encourage and support scholarly work by those outside of academe;
- an alumni career advisory service consisting of alumni of the Graduate School or College who have followed career paths of potential interest to Ph.D.'s.

Another major effort, of course, was the Harvard Introduction to Business Program (HIBP) which offered a more concentrated and extensive form of assistance for those wishing to make a transition from academe to a career in business. In addition to helping the participants who went through it, the program was intended to create a spin-off effect which would benefit other Ph.D.'s. It was our hope — and we believe that it has already been fulfilled — that the program would help bridge the gap between the academic and nonacademic worlds through increased exposure and positive experiences on both sides. The program is over, but many of its participants continue to pave the way for others, often acting as ambassadors on their behalf.

A second spin-off effect from HIBP — perhaps more inadvertent — is that it has stimulated our thinking about future career services for Ph.D.'s. Participants of the program have repeatedly conveyed a consensus about two of its principal benefits. The first and most frequently cited is that the program helped to renew or strengthen self-confidence as it guided participants through the process of self-assessment, making them more aware that they had skills and talents which would be of practical use in a business setting. By going through the process as a group, they had a built-in support system which helped them to deal with the pain of transition. Another benefit often mentioned was the business curriculum — not so much because of specific content, but because it provided a vocabulary and an introduction to a way of thinking which could facilitate the transition into a new setting. The total immersion in business culture helped to strengthen their commitment to change and increased their credibility as candidates for nonacademic jobs. From these reports, which emphasize the benefits of guided self-assessment within a support system and the value of immersion in the business mindset, the question arises of whether we might offer similar benefits through a more flexible and varied series of offerings. What we have learned from the program has encouraged us to continue to explore.

Our initial new efforts will be a two-day workshop designed to achieve a balance between providing support and guided self-assessment on the one hand, and a concentrated exposure to representatives from appropriate sectors of the business world on the other. An important feature of our plan is to stretch the benefit of the two days of programmed activity by means of preparatory and follow-up assignments. The assignments will maintain a balance similar to that of the workshop itself. It is hoped that the total package will motivate the participants to take further steps on their own. We are also exploring the possibility of elaborating on this plan by offering a series of workshops that would build upon each other in cumulative fashion. Still other ideas — with a goal of reaching Ph.D.'s who live far away — are to make greater use of self-monitored or computerized learning material and of videotapes. We would try to combine these with some kind of personalized service, perhaps encouraging the formation of self-help groups in which there might be a coordinated effort to move through the learning material and other aspects of career transition. Our experience with HIBP has helped to clarify our goals while encouraging us to think about new methods of achieving them.

STANFORD UNIVERSITY

Program Title: Professional Opportunity Program

Summary Description of Program: The program consists of a series of five workshops which cover the basic strategies for career planning and the job search. Each workshop is run by professionals from the Career Planning and Placement Center and the Counseling Center. Ph.D's who have made a transition to a nonacademic career are invited speakers.

Eligibility: Stanford graduate students and alumni with advanced degrees

Number of Years in Existence: Four years

Average Enrollment Per Workshop Series: 15-20 participants

Length of Workshop Series: Covers the academic quarter
Five two-hour workshops

Tuition or Fees: None

Housing: Not applicable

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The Stanford University Professional Opportunity Program

Edward Escobedo
Director
Professional Opportunity Program
and
Coordinator
Graduate Counseling and Programs
Career Planning and Placement Center

"What I accomplished in the workshops far exceeded my expectations. Quite honestly, I believe that I have learned things that will help me for the rest of my life. Not only did I gain knowledge and skills that I can continue to apply, but I also increased my understanding of myself and my self-confidence."

Background

In the fall of 1980, the Career Planning and Placement Center (CPPC) of Stanford University began an intensive evaluation of the resources and programs available to assist graduate students and alumni with advanced degrees in formulating career plans and employment strategies. Although the needs of all graduate students were addressed, those particular to doctoral students in the humanities and social sciences received special attention. The review was undertaken for the following reasons:

- The uncertainties of the academic job market required the improvement of existing support services and the establishment of new programs to assist job candidates seeking teaching posts.
- Many graduate students and advanced degree holders had expressed interest in exploring career opportunities in areas outside of teaching, due either to personal career preferences or the unsettling employment outlook in college teaching.
- No programs existed to assist those who might be interested in nonacademic positions.
- A large number of graduate students perceived the services of the

CPPC as merely processing and mailing placement files for undergraduates.

The evaluation process coincided with the hiring of a coordinator for graduate counseling and programs, the unit within the Career Planning and Placement Center primarily responsible for career counseling of graduate students and alumni in the humanities and sciences. During the 1980-81 academic year, the CPPC initiated extensive consultations with faculty advisors from appropriate departments, individual graduate students and alumni, and offices on campus concerned with services for graduate students. Because of the strong curiosity among CPPC clients about nonacademic careers, the advice of representatives of the business community and Ph. D.'s who had successfully accomplished a career transition was also sought. The purpose of these consultations was to gather information about, and gain insight into, the career needs of graduate students and alumni. This information and insight would then be used to generate specific proposals for program efforts by the Career Planning and Placement Center to address these needs. The recommendations resulting from these consultations, and from contacts with other universities offering alternative employment counseling to humanities and science Ph. D.'s, led to the creation of Stanford's Professional Opportunity Program (POP).

Program Structure

The Professional Opportunity Program (POP) provides assistance to graduate students and alumni with advanced degrees who are considering careers in teaching as well as careers outside academe. POP is designed specifically for graduate students who wish to optimize their chances of finding employment in a difficult job market. In the fall quarter the program addresses the job search for academic positions. The workshop series offered in the winter and repeated in the spring quarter emphasizes consideration of nonacademic careers. These workshops provide an introduction to the process of career exploration, an exposure to the fundamentals of career planning, and assistance in developing materials and techniques for approaching potential employers. The program is complemented by other University resources and supportive network systems.

"As a thirty-seven-year-old man, with a Stanford B.A. and a Harvard Ph.D. in sociology, I wanted to rethink my career objectives and explore alternatives. My academic job search last year was unsuccessful, although I applied to some 30 schools and had two interviews."

Participants

Students and alumni who have participated in the POP winter and spring workshop series have come from most academic areas in the humanities and sciences. Approximately 100 participants have gone through the six cycles of the series since the inception of the program three years ago. The majority have held advanced degrees in the humanities and social sciences, while the number of enrollees with degrees in education has grown each year.

Older and more experienced than the usual career planning center client, these individuals represent the "best and the brightest" of the educational system. Their needs are complex; partly because of this complexity their needs have often been ignored. Many participants are definite in their decisions to pursue career opportunities outside academe. Others remain undecided and use the information presented in the workshops to make basic decisions about career goals. Some of the participants who are in doctoral programs have yet to reach the dissertation stage. They consider the series a means of preliminary career exploration that helps them keep their job options open as they concentrate on their studies.

The major characteristic shared by participants in the workshop groups is apprehension about the state of the job market in teaching and their career opportunities generally. Those who begin the transition from the academic world to a nonacademic environment face the immediate task of new self-assessment, a reevaluation of skills, values, and interests. These individuals must use the knowledge gained through self-assessment as a framework to research career paths, and to develop a strategy to market themselves and their capabilities to a new audience.

Many POP participants initially approach career transition negatively. Often these individuals suffer from lack of self-esteem and self-confidence. They may perceive their academic experience as a failure because they cannot find a teaching job, and the specter of repeated failure looms large. They have left behind familiar support systems and are often hesitant to discuss their problems or to seek assistance from others. This feeling of alienation may be reinforced by attitudes expressed by academic colleagues, or by a lack of sensitivity and preparedness to help the career changers on the part of student service offices.

To counteract these negative feelings, academic professionals in career transition must be shown the positive nature of the career exploration process. As graduate students these individuals have been challenged by problems and have used the appropriate skills to solve them. The steps in the career exploration process follow patterns similar to those in academic research: investigating and gathering information, evaluating and analyzing facts, arriving at conclusions, and presenting findings in the most workable format. Once participants become aware of the transferability of their skills, they are quick to master the process.

"I hope to maintain contact with both CPPC and group members, and look forward to the time when I can again participate in a similar program, this time from the 'graduate's' point of view, as a means of expressing my gratitude for the program and my belief in its effectiveness."

Workshop Series

There is no fee for the workshop series. Participants are required to attend a panel presentation, or view a presentation on videotape, that features individuals who have undertaken the process of transition from academic to nonacademic positions in the public and private sectors. They register for the series in advance and are required to meet with the program coordinator prior to the commencement of the series. The purpose of this meeting is to discuss the format and content of the series, and assess each participant's needs and expectations.

The career exploration series is composed of five workshops:

- An Introduction to Career Planning
- Self-Directed Job Search
- Resume and Cover Letter
- The Informational Interview: Focusing, Sharing, and Reporting
- The Interview and Beyond

Workshops cover the basic strategies for career planning and the job search. Various tasks and exercises are assigned during the course of the series. Each workshop is facilitated by professionals from the CPPC and the Counseling Center. Outside speakers are usually Ph.D.'s who have successfully completed a career transition.

Program philosophy emphasizes the *process* of career planning and exploration and leaves it to the participants to decide where and when to apply the process. They are urged to apply it using the guiding principles of patience, optimism, and persistence.

Following is a brief description of each two-hour workshop.

1. **An Introduction to Careeer Planning**

   Participants engage in a series of exercises designed to introduce them to various approaches to self-assessment — the first step in the career exploration process. The exercises include values clarification, interest inventories, and a listing of experiences to determine a broad range of skills. Participants are introduced to each other, share common feelings and concerns, and begin a process of group development. This workshop has been referred to as the most "touchy-feely" of the presentations, while the remaining workshops are the "nuts and bolts" of the series. (See Alejandro Martinez's comments on p. 165.)

2. **Self-Directed Job Search**

   The most effective approach to planning a nonacademic career, the self-directed job search, is presented in an overview of its constituent parts. These parts include networking, career research, the informational interview, the resume and cover letter, job interviewing, and the job offer. A tour is given of the various resources available at the Career Planning and Placement Center.

3. **Resume and Cover Letter**

   Participants are introduced to the resume and cover letter as critical elements in the development of a marketing strategy. Academics have generally presented their qualifications and skills through the format of curriculum vitae and now must revamp these vitae into *resumes* suitable for private and public sector jobs. They are encouraged to master different "jargons" in describing past work experience. Three resume models are reviewed: the chronological, the functional, and one that is a combination of these two. The cover letter is then discussed as a complement to the resume and as a bridge between the information contained in the resume and the employer's particular needs.

4. **The Informational Interview: Focusing, Sharing, and Reporting**

   The informational interview provides career changers with an opportunity to speak with people in a variety of roles and settings to find out what they do and how they like their jobs. This workshop is the most interactive in the series. Participants discuss the informational interviews they've had and address both the positive and negative aspects of these experiences.

5. **The Interview and Beyond**

   Participants are introduced in this workshop to various examples of interviewing situations. The presentation covers issues such as prior preparation, appropriate dress, follow-up procedures, and eventual job offer negotiations. Participants observe a "mock interview" in which a volunteer is interviewed by a representative from the business community. The exercise is followed by a discussion on interviewing techniques. Time is allocated at the end of the workshop for participants to discuss plans for future support group meetings.

Resources

At the Stanford CPPC, books, directories, other printed materials, and video and cassette tapes have been acquired which contain relevant information for the Ph.D. or master's student seeking employment either within or outside academe. Panel presentations featuring successful job seekers are offered during the course of the academic year. Many of these presentations are available to the career researcher on either video or cassette tapes. A program hand-out has been designed to inform the campus community about the services and resources available through the Professional Opportunity Program. Although POP was designed specifically for graduate students and alumni with advanced degrees, the Stanford Career Planning and Placement Center encourages program participants to take advantage of the Center's full range of program resources and counseling services.

Support Networks

Two support networks have developed which have contributed substantially to the success of the Professional Opportunity Program. One support network consists of faculty and other departmental staff. Involving them as advisors to POP is the effective means of informing students of existing services and resources. This group can foster a positive attitude which encourages graduate students to take full advantage of POP's services regardless of their career direction.

The second support network is comprised of Ph.D.'s who have made career transitions and who are working in the private or public sectors. This group has participated in panels, facilitated workshops, worked with referrals on a one-to-one basis, and given their time and expertise to helping others make a similar transition. They are the most effective "promoters" of the transferability of Ph.D. skills and experience to nonacademic careers.

"Since completing my doctoral degree in 1979 at Stanford, I have experimented with part-time teaching in the area. Finding that temporarily satisfying but too tenuous a path to pursue, I was sinking into a stupor, a despair, and self-pity until I enrolled in the POP seminar this spring. This program provided me with an arena for fresh self-evaluation, the mutual support of others in my position, and clear, practical advice."

Conclusions

The overwhelming response of both facilitators and participants in POP has been enthusiastic. Careful review of evaluations submitted by participants, along with continuous analysis by program facilitators, leads to the following conclusions:

- A comprehensive program has been established to assist graduate students and alumni with advanced degrees interested in pursuing careers outside of teaching. The program has called upon existing resources at the Career Planning and Placement Center and is continually investigating other resources and developing new programs.
- Participants have learned a process of career planning that can be applied at any stage of their careers. This process is self-directed in nature, but emphasizes the benefit of mutual support and shared learning through others' experiences.
- The workshop groups recognized the importance of the networks they built among their colleagues in the groups, and continue their meetings on an informal basis. The vast majority of POP alumni have expressed a sincere commitment to assist the program in the future.
- Participants contemplating careeer change have developed a strong sense of self-confidence. They have discovered that the career exploration process, if used correctly, can be successfully directed toward any job market. Moreover, this self-confidence and sense of flexibility spilled over into the graduate students' academic work; many found that the program gave them a renewed impetus to complete their programs of study.

- A solid support network has been set in place among Stanford faculty, staff, and friends in the private and public sectors who share the program's goal of assisting the school's advanced degree graduates with their career development efforts.

The Professional Opportunity Program has become an established service available through the Career Planning and Placement Center. With further commitment of personnel and budgetary resources, careful consideration should be given to expanding program initiatives. Further efforts should be directed toward increasing the participation from departments in the humanities and sciences in the planning and implementation of current and future activities.

University centers for career planning and placement usually possess most of the basic resources for responding to the career needs of graduate students and alumni. A reconsideration of the deployment of existing resources, appropriate modifications when necessary, and cooperative relationships that make judicial use of other offices on campus can assist these centers in counseling students on career options. The Professional Opportunity Program itself might be adapted for use at other institutions in order to foster, as it does at Stanford, a more accepting and responsive atmosphere for graduate students and alumni to explore a variety of career directions.

Dr. Martinez outlines the three tasks undertaken in his career self-assessment workshop for enrollees in Stanford's Professional Opportunity Program.

Alejandro M. Martinez

Staff Psychologist
Stanford University

I conduct a career self-assessment workshop, the first of five workshops offered as part of the Professional Opportunity Program for Ph.D.'s at Stanford University. The workshop addresses some unique issues in career decision making particular to individuals with advanced degrees in the humanities and social sciences who are considering careers outside academia.

The process of self-assessment for these participants often involves cognitive and emotional reassessments of their past, present, and future. Unlike self-assessment at an early choice point in career decision making (i.e., what do I want to be when I grow up?), self-assessment at this stage of life usually involves confronting the known self with an unknown, unplanned, and possibly unwelcome experience.

At present, the workshop runs for two to three hours as part of a series of five workshops offered by the Professional Opportunity Program. It consists of an introduction about role and career transition, an examination of the participants' current career situations in light of research and theory on stressful life events, and a series of values clarification and group building exercises. The group exercises benefit those who may feel a sense of alienation from both the academic and nonacademic communities. Working together in groups can provide participants with feedback about the way they are dealing with their career transitions, and can be a good first step in developing a support and reference group. The workshop is structured to address three areas: changes in identity and career focus, the anxiety associated with these changes, and the development of personal criteria for assessing job suitability.

The first task of the workshop is helping the participants to acknowledge and deal with the anger and frustration associated with the loss of the academic option. Individuals enter Ph.D. programs for a variety of reasons — some to postpone decisions, others to commit to them — but in the end, dedication to the subject is what keeps them in graduate school. Being a graduate student or a faculty member demands a single-minded focus on academic work in one discipline, and close association with people who have an equivalent commitment. In discussing graduate life, President Donald Kennedy of Stanford University once commented that at the moment when we're most discouraged, what has to fuel our effort, what has to sustain us, is that we are really interested in what we are doing. It is the very strength of this commitment to a body of knowledge, upon which an academic career is built, that has to be faced when the options to continue in academe diminish. Individuals in this position not only have to redirect their career path, but in many respects must change a whole way of life; they are being challenged to depart from the unique environment of the college campus and to break away from a network of present and future colleagues who have similar ways of approaching the world.

The second task of the self-assessment workshop involves having participants confront the anxiety associated with pursuing nonacademic career opportunities. The feelings experienced by individuals in this position are similar to those experienced by someone who has been training for a swim meet and at the last moment learns it is a foot race. Quite natural doubts about their ability to make the transition lead to much grousing to the effect that "I'm a swimmer, not a runner." Their worst worry is not that they will be rejected by the world at the edge of the campus, but that if they are able to secure a nonacademic job they will not have the skills to be successful at it.

The third and final portion of the workshop helps participants overcome this fear through the development of personal criteria for judging their job suitability for various nonacademic positions. It's easy for participants to feel that they must accept any job offered for fear that no other will ever come their way. Thus, prior to beginning actual job interviews it is important for them to understand and appreciate the range of knowledge and skills they possess, their style of handling problems and people, their psychological stamina, their needs for structure or flexibility, their health and energy level, and the influence of their family situation on their worklife. These personal dimensions are considered in the context of the kinds of organizational climates and structures in which they could eventually work.

The overall thrust of the workshop is to make participants psychologically ready for the transitions they must accomplish. Without such psychological preparation, participants are likely to feel that they are being controlled by the transition process rather than controlling it.

The author counsels those considering a career change to business on ways to present oneself as a positive, controlled, self-directed candidate, a skill he developed with the help of Stanford University's Professional Opportunity Program.

William Seidman

Field Training Manager
Application Marketing Division
Hewlett-Packard

A number of months ago I traded a career in education for a career in business. After seven years of teaching elementary school and four years as a Ph.D. student in Stanford University's Graduate School of Education, I accepted a position as Field Training Manager for the Application Marketing Division of Hewlett-Packard (HP), a large high-tech company. As Field Training Manager I am responsible for developing and implementing a training program for 400 HP employees who provide customers with consulting services on how to integrate highly sophisticated computer systems into their organizations. Since my division's profitability is directly proportional to the skills of our consultants, the training program is central to the success of the division.

Why the career change, especially after four years of graduate study and an A.B.D.? Simply put, I became disenchanted with academia and attracted to business. Despite the fact that Stanford Ph.D.'s in Education were finding academic positions, and despite my enjoyment of much of my academic experience, I had grown skeptical about the quality of life in academia. Salary was one of the main reasons.

The birth of my first child, my wife's decision to stay home with him, and four years of minimal income during graduate school created economic pressures that made the 50- to 100-percent higher salaries available in industry hard to ignore. Given this sizeable difference in remuneration, I found it increasingly difficult to explain to incredulous people why I would want to stay in education. I felt that a position in business would require less explanation and would be better respected by others. Finally, several of my friends — all of whom had been strongly anti-business during the Vietnam war era — had switched from academe to business and were quite enthusiastic about the change. Thus when the funding for my research assistantship was terminated and I had to look for a job, I immediately concentrated my search in the private sector.

I contacted a counselor at Stanford's Career Planning and Placement Center (CPPC) and joined CPPC's Professional Opportunity Program (POP) for Ph.D.'s interested in nontraditional careers. While many of the techniques I learned in the POP program and in my own job search are relatively common knowledge (e.g., establish networks and develop a one-page resume), one major skill — how to present yourself as a positive, controlled, self-directed candidate — is usually not discussed all that explicitly outside programs like POP. This skill was crucial to my success in obtaining a job. Since I am certain that others in this volume will describe the standard components of a job search, I will concentrate instead on some of the elements that made me an attractive candidate for an industry position.

First, and most important, I enjoyed the job search. Business people expect their employees to have positive attitudes regardless of the circumstances. By enjoying an interview you will often convey the positive attitude desired in industry. In turn, interviewers are likely to respond to your attitude by giving you more information, better references, and even more serious consideration as a job candidate.

For me, the best way to enjoy the search was to remind myself that changing careers, though often a frightening and tense experience, is also an opportunity to learn about oneself and others. In fact, I was amazed at how much I did learn about myself during the process, and at the number and variety of interesting people and positions in industry. In turn, my sense of excitement was conveyed to interviewers, which resulted in better interviews and many references. One of these references led to my being offered the HP position.

Second, I tried to stay calm no matter what happened. The tricks I used to do this included wearing my best interview suit, meditating while driving to interviews, and reminding myself of the immense variety of ways to make a living in the business world. Business people are often more interested in your composure and grace in the face of adversity than in any particular skills you have. For example, my interview with the man who is now my boss was postponed three times; each time I exuded calm, even when I was upset, and always suggested alternative dates for the missed interviews. Later I learned that

Hewlett-Packard and other companies consider the ability to handle ambiguous or trying situations a real asset, since much of business management consists of responding to some form of perceived crisis.

Third, I was prepared to demonstrate self-direction and assertiveness to an interviewer by placing what I believed to be my prime selling point first on my resume, and being ready to discuss it. In my experience business interviewers tend to focus disproportionately on the first substantive item in a resume. For instance, when I listed a career objective or some consulting work first, my interviews centered around these topics, much to my detriment. But when I listed my Ph.D. first I was able to discuss effectively the managerial skills required to complete a doctoral degree, skills that were my best selling points. Furthermore, I reasoned that any firm that immediately rejected me simply because I had an advanced degree was probably not a place I would like to work anyway.

Another means of conveying a sense of direction is to narrow your job search. The key to narrowing the search is studying specific industries and the companies within them, and conducting information interviews. By the second month of my job hunt, research and approximately ten information interviews had led me to conclude that I wanted a position in an expanding industry (more opportunities for promotion), in a "humanistic" company (more likely to accept Ph.D.'s, greater internal mobility, and generally a better place to work), and in the local area (better networking possibilities and less disruption after finding a job). In addition I was beginning to focus on product marketing as a type of job that interested me. Because of these criteria, I focused my search on the marketing department of a few high-tech companies in nearby Silicon Valley, and was quite prepared to respond to questions about why I wanted to work in marketing at a company like HP.

In sum, certain intangible aspects of self-presentation may have a considerable impact on the success of a job search. An ability to convey a positive attitude, to stay calm in difficult situations, and to express a strong sense of self-direction are all likely to facilitate the search.

Is working in industry worth the effort it takes to make the transition? My answer is an emphatic "yes." The people in my division are perhaps the most intelligent and stimulating I have ever encountered. We are engaged in a task — developing a new division responsible for providing open-ended consulting services to HP customers — that we all believe is meaningful and exciting. Furthermore, I get great satisfaction from my own job. Not only do I use information and skills learned in graduate school virtually every day, but I am constantly thrust into the center of decision making about many aspects of our division. My job pays approximately twice what I would have been paid in academia, with excellent prospects for rapid increases. People frequently want to talk to me about what I do, not why I'm doing it. Although working in industry may not be right for everyone, and there are drawbacks such as working according to someone else's schedule, it has been an excellent experience so far and it promises to get better. For me, switching to a career in industry was the right choice.

Ms. Castagnetto is currently finishing her doctoral dissertation in philosophy at Stanford and looking for a teaching position. Having completed the series of five workshops comprising the Professional Opportunity Program, she says that she is confident that she will be able to find a job outside the classroom in the future should she want, or need, to do so.

Susan V. Castagnetto

Consultant
Center for Information Technology
Stanford University

I participated in the first Professional Opportunity Program (POP) offered by Stanford University's Career Planning and Placement Center in the winter of 1982. I was working on a Ph.D. thesis in philosophy, and although I wanted to finish my thesis, I was unsure whether I wanted to continue in academia after that. At present I am applying for academic jobs, although I am still unsure that I want an academic career. Even so, what I learned from the program has been, and I hope will continue to be, of great use to me.

About ten other students and I met with the program staff once a week for most of winter quarter, each week discussing a different topic related to the job search. These included how to carry out an informational interview, how to write a resume, how to write a cover letter, how to interview for a job, and how and where to look for information on nonacademic careers.

My main interest in participating in the program was to find out what kinds of jobs were available for graduates in the humanities and where to look for them. I knew what skills I had, but I did not know the kinds of jobs for which I would be well suited, nor how to present my skills to a potential employer. For that matter, I was hardly aware that I did not know how to present them — that, for instance, I did not know how to write a good resume or make a good impression in an interview.

So by the time the program was over, I had not only learned a great deal about how to find out about nonacademic jobs, but also what I would have to do to get one.

Even if I had learned nothing else in the program, it would have been worth the effort just for what it taught me about resume writing. Although I thought I had some idea of how to write one at the outset, I soon realized that I had very little notion of what a good resume is: how it looks on the page, how the information about the candidate is presented, and so on. The program taught this and other job search skills very effectively because we learned by doing. We were first given helpful information on how to describe the skills and experiences we had acquired as humanities graduate students in a way that would appeal to a nonacademic employer. This step included a presentation by a former student of psychology who had embarked on a very successful career in banking, and who had many good ideas on how to adapt academic skills to a nonacademic career and how to describe them as skills applicable to such a career. We were then encouraged to try preparing a resume, which I did. The program staff offered me much help and advice. After several major rewrites, I produced what they thought was a good resume. I am sure that merely reading a book on the subject would not have been nearly so effective as trying to write a resume myself with their encouragement and thoughtful criticism.

Along with resume writing I learned about interviewing. Before entering the program I had never heard of an informational interview. Yet two weeks into it, I found myself having such an interview with a Ph.D. in anthropology who is the director of a personnel office at a large corporation. This interview was one program activity that made me realize I needed to enhance my saleable skills in preparation for the job search. In the past year I have begun working for Stanford's Center for Information Technology, where I have assisted in, and taught, courses on using microcomputers for text preparation. Soon I will be working as a consultant in a microcomputer and software demonstration lab at Stanford.

One of the most valuable aspects of the program was meeting other humanities graduate students who were interested in nonacademic careers. Working together from week to week and seeing each other's progress was very heartening and motivating, and we learned from each other's experiences. Afterwards I felt much more confident about the possibility of getting a satisfying nonacademic job, due not only to the encouragement of the group leaders, but also to having witnessed others find such positions during the course of the program. Such confidence is important. I think the reason that many liberal arts graduate students don't investigate nonacademic career possibilities is not lack of interest, but sheer lack of confidence.

I am presently finishing my thesis and looking for an academic position. Although I have not decided absolutely that I want to remain in academia, there are a number of things about university life that I find attractive. I enjoy teaching and writing, and I enjoy being in an academic atmosphere. Since it will be much more difficult to find an academic position later, I have decided to apply now in order to find out whether I can obtain an attractive teaching job. A number of aspects of academic life certainly make me think twice about my university job search. It is well known that tenure is difficult to come by, and that job security in general is low. Also, I often struggle with a frustration not uncommon among humanists that the sort of research we engage in doesn't have much import for any but the handful of other academics who can appreciate it.

In conjunction with my feeling that I am not accomplishing much as an academic, I suspect that I would enjoy applying my abilities to think and write critically and creatively in a more practical way. Many graduate students I know feel this way, yet they have no sense of alternatives. Getting a graduate degree in the humanities isn't itself the problem. On the contrary, I believe now that a graduate humanities program does indeed prepare one very well for many nonacademic careers, and I don't at all regret having done graduate work myself. But better career counseling together with programs like POP are needed to help graduate students decide what they would like to do and are suited to do outside academia. Programs to educate employers to the advantages of hiring humanities graduates would also be very helpful. Both the graduate students and their prospective employers stand to benefit.

For myself, I suspect that I will indeed be looking for a nonacademic job sometime in the not-too-distant future, and I owe it to POP that I am fairly well prepared to do so.

A process of self-realization, conscious decision making, research, and consequent goal-oriented action described in the comments below carried the author through her nonacademic job search. Stanford's career workshops confirmed that the process was valid and not unique to her.

Carol A. Gonzalez

Assistant Manager
International Marketing and Development
SYVA Company

I was entering my third year of postdoctoral research in physiological psychology and planning an academic career similar to my peers when a divorce provided impetus to begin questioning my objectives. All of a sudden, job security and financial and emotional rewards took on greater importance. I began thinking about possible options but did not know how to go about exploring them. Nevertheless, I decided to eliminate the possibility of another postdoctoral fellowship and most research associate positions. I made applications only for assistant professor positions, both for teaching and for research.

After an extensive but unsuccessful search, which included positions in areas only remotely related to my specialization, I concluded that there must be more desirable alternatives. I began to resent the fact that my talents were not being fully used and that my options were so limited within academe. Finding myself unmarketable after so many years of academic commitment, I realized that I was not really happy teaching or doing research. I strongly disliked writing manuscripts for publication, yet the pressure to do so was enormous. I recognized that I was not dedicated enough to work on long-term research projects. I needed more reward and recognition than is available during the early phase of an academic career.

After deciding to leave university life, the second stage in my career transition was dealing with professors and academic colleagues. There is no satisfactory way to explain to them that the work to which they are dedicated is no longer a real career option for you, is no longer meaningful to you. The sole objective of your academic existence has been to become a prominent professor in your field. You fight the guilt that ensues when you tell them that you have new plans. And you keep telling yourself that you have not fallen short of your objective, but changed it.

In my case, I found that I had to have confidence in my talents and skills and be convinced that these were transferable to other disciplines. I already knew that I had a few advantages, e.g., my behavioral training which allowed me to understand corporate organizations. I was also aware that characteristics such as presence, physical appearance, and ability to articulate were indeed assets in the conduct of business.

The next crucial stage for me was the actual search for a business position. I will not detail the methods extensively since many books are now available which describe various ways to go about job hunting. I do wish to outline some of the key steps for other career changers.

The first step is self-assessment. Become aware of your own strengths and weaknesses. Use these insights as well as your likes and dislikes to focus your job search within a particular area or industry. The successful search involves both research and initiative. Find out key companies in a chosen field and research these companies through annual reports and other business references. Read trade journals to learn industry jargon.

The next step is to transform the academic curriculum vitae into a business resume. I went through several drafts, beginning with a functional resume that I gradually revised into an actual business resume. There is no single correct way to write the resume. My advice is to review it with a number of different people and arrive at a consensus that represents your individual talents. Revising the resume is a continual process.

These first two steps lead to the most crucial step — informational interviewing. I built up an extensive network through these interviews. Start with referrals from friends and acquaintances. Each informational interview should generate more referrals. Taking the initiative is key to all this, and it may include making some telephone calls cold. In my experience I found that telephoning proved more useful in setting up interviews than any letter, although letters can be used to follow up phone calls.

Midway through the job search I enrolled in the Professional Opportunity Program for Ph.D.'s at Stanford. The program confirmed that I was going through the process of making the career transition in a sensible manner. More important, it gave me greater confidence because I found that my situation was not unique; there were indeed other Ph.D.'s contemplating similar moves. Overall, I found the program very rewarding. It helped me conclude the job search process I have touched on above.

After a four-month search, I knew I was well prepared for a new career and that I might get a job offer any day. The actual result was *two* attractive offers. I chose SYVA Company on the basis of two criteria: it was a medical diagnostic company, which I preferred, and it offered the potential for career growth.

My first position at SYVA Company was as coordinator for scientific and medical affairs in international marketing. I had the responsibility for initiation, monitoring, and coordination of marketing and clinical studies internationally (outside the U.S. and Canada). At this writing, I am assistant manager of international marketing and development. Thus, I have achieved my objective: a direct marketing position. From here I envision a product management position as the next possibility. I am gaining expertise in medical diagnostics and at the same time building my experience in international business. There are still so many options and directions to pursue.

Overall, my career transition has been structured and intentional. Yet after I made the transition to a nontraditional career, I questioned whether or not I had made the right decision. I concluded that I did, and I have no regrets. Certainly, there are some aspects of academic life which I miss, e.g., I am no longer an expert in my academic field and could never possibly keep up. On the other hand, I feel I have gained much breadth of technical knowledge since I have been in industry. I am continually being challenged in my new career. Furthermore, I am confident that if my current career path ceases to pose additional challenges, I will be able to call upon the job search skills and the network of colleagues I have developed to find a position that does.

With a Ph.D. in psychology, the author worked for four years as a lecturer in the Human Development Department at California State University. The advice she gives to Stanford Ph.D.'s and others considering nonacademic employment is based upon her own career transition to banking.

Virginia H. McDowell

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Bank of the West
San Jose, California

My comments here are directed to Ph.D.'s who are considering a career in business and to those who are assisting them either through structured programs or as counselors. My purpose is to describe what I believe to be some of the key elements in a successful transition process.

These observations are derived from reflecting upon my own experience in leaving academia, comments of Ph.D.'s who attended workshops I led on career change, and lengthy discussions with a core group of other Ph.D.'s who have made successful transitions and are committed to helping others do so.

My own transition occurred in 1981, when I was hired by the Bank of the West for the newly created position of planning analyst. Prior to this I had obtained a Ph.D. in the History of Consciousness: Psychology and had lectured for four years in the Human Development Department at California State University, Hayward. Since joining the Bank I have been made an officer and most recently Corporate Planning Consultant with responsibility for the structure and process of bankwide strategic and operational planning. During the past three years, with the continued support of the Senior Vice President to whom I report, I have met with, given seminars to, designed and led workshops for, and corresponded with about 250 Ph.D.'s who were interested in entering business. I have also acted as consultant to the Professional Opportunity Program at Stanford University.

A Facilitating Environment

Ph.D.'s need time and "safe" space in which to make the decision to leave academia and to begin to let go of their academic identity. This is not likely to occur if they think that working in academia is good, true, beautiful, and intellectually satisfying, and that working on the outside is mean, base, tacky, dull, and, at best, of dubious ethical value. These feelings tend to be pervasive in academia, as is the sense that those who are leaving are "selling out." They are reinforced by those faculty who refuse to serve on a thesis committee if they know the student is contemplating a nontraditional career, who cannot be relied upon for letters of recommendation for nonacademic jobs, who deny that students from their institutions are having grave difficulties following traditional careers.

Faculty and peers who admire the mettle and creativity that a career shift demands can and do provide needed support and a counterbalance to others' negative reactions. Also, talking with Ph.D.'s who have made the transition and meeting with people in business may help Ph.D.'s recognize the biases of such opinions. Career changers might then question how they came to identify with such extreme views about business and academia, and what purpose this stereotyping has served; it is to be hoped that their thinking will begin to reflect more nearly the realities of both the academic and business worlds.

Institutional identity is powerful: it can seem difficult to imagine a good life outside academia, particularly if that life appears to be lacking in commitment. Ph.D.'s need to be able to *imagine* other possibilities that might also be worthwhile and satisfying. A prime task for those who develop alternative career programs or counsel Ph.D.'s is to nurture that imagining and, thus, to foster hope.

This is not an easy job. Many Ph.D.'s are very nearly overwhelmed by the prospects of a nonacademic career and may be temporarily immobilized. Depression, anxiety, and some bitterness are commonplace, often compounded by feelings of dependency, inadequacy, and loss of self-esteem. The fact that they have just completed, or are about to complete, an outstanding intellectual achievement does not seem to mitigate these feelings. All but a few of the Ph.D.'s I have talked with have had to work through some of them. While they thought it helpful to acknowledge these emotions, most believed dwelling on them squanders energy and creativity that should be devoted to the concrete tasks of transition. Of course, humor is an invaluable tool for lifting the gloom and reducing unrealistic fears. Formalized programs can provide a needed structure and context during this painful and difficult transition process. They also offer assurance that help is available and, more important, that such help can be effective. Role models from earlier programs can then confirm this.

Bridging the Gap: Academic Accomplishments/Business Applications

The Ph.D. brings powerful analytical, research, conceptual, writing, and communication skills to this career transition. These skills have immediate application in business, but it is up to the Ph.D. to bridge the gap between academic accomplishments and business applications of skills learned in academia.

The first steps for the Ph.D. are to put together a resume, write cover letters, call people for informational interviews, and begin to figure out the business world — in short, to get moving — while still sorting out ambiguous feelings. A new sense of confidence and proficiency will emerge as each step in the transition and job search is negotiated. The most immediate and concrete challenge is the resume, which must be constructed and reconstructed. This is for many a most difficult transitional task, for the working resume instrumental in helping the applicant land a position bears as much resemblance to that first attempt as does the dissertation proposal to the published thesis!

To accomplish the feat of resume reconstruction, the Ph.D. needs specific direction and resources. It is, first of all, a *research project:* information and informants are needed. One useful strategy is to choose an *industry* and a *function* within that industry, then to study both in enough depth to be able to discuss the major issues, e.g., financial institutions as an industry, and marketing, planning, or training as a function within that industry. By reading journals, attending professional and trade meetings, and doing informational interviewing, it is possible to determine for any industry what is done, who does it, how a given function is structured in that industry's organizations, where it reports, how it is generally viewed, what career potential is present, how creative and challenging it is or is not, etc. All this can be done in a relatively short time.

In addition, reading and talking to people about a particular industry will help identify major issues and make evident their possible impact upon planning, marketing, or training functions. This approach will provide *some* industry knowledge and a sense of direction and focus — both of which are necessary when constructing a resume and doing informational interviewing.

Without some knowledge of industry and its functions the Ph.D. will lack credibility, and his or her commitment to the transition will be questioned. "Some" knowledge has more to do with attitude and energy than with quantities of data or sophisticated analysis. No one expects the Ph.D. to be thoroughly conversant with industry issues. What the businessperson is looking for is some assurance that the Ph.D. will have the interest and energy to "get up to speed" quickly. This is best demonstrated in the attitude and approach the Ph.D. takes to the transition process and the job search — the latter being a process with which the businessperson can readily identify.

Feedback on the resume is indispensable. Program directors and counselors can help the resume take shape and can provide an initial review; then critical reaction from people in business is essential. "Can you point out an area of my resume that needs to be strengthened?" is a better question than "What is wrong with my resume?" or "How should I change it?" Responding to "What is wrong with my resume?" might make unreasonable demands upon time. Pointing out a specific area to be strengthened is far more manageable within time constraints; it is also a more appealing task.

Building a Referral Network and Interviewing

The *sine qua non* of any career transition and job search is building a network of people who will refer the candidate to colleagues, acquaintances, and friends. Those Ph.D.'s who have been through the process and are able to reflect upon it, discuss it honestly, and provide some guidance are a starting place for building this network; however, the referral network needs to encompass a wider range of people, experience, industries, and functions than they alone can provide. A broader based network will be created as the Ph.D. meets and talks with people in diverse industries and functions who will put him or her in touch with still other colleagues — we hope via an advance phone call. Developing a referral network, indeed finding a good job, depends upon these unstructured and informal connections.

Within a structured alternative careers program the Ph.D. can learn the ground rules for interviewing. Role playing and coaching can improve interview skills and impart needed self-confidence. Direct feedback from program directors and counselors is important. It is far better to have feelings suffer a bit within this supportive environment than to have the person go to an interview, find it not working, and not know why.

Feedback in business is often subtle. For graduate students feedback comes in comments scrawled on a paper, in a tutorial, in evaluation by their students, and in the publication process. All of these are fairly direct; the criteria for change or improvement are indicated. This is not always true in business. A program or suggestion may be well received, but it may not be implemented for a variety of reasons. These reasons may or may not be revealed; therefore, a much greater sensitivity to nonverbal feedback is needed. This sensitivity and the ability to respond briefly and clearly to direct questions are essential in the interview process.

In one of my first interviews, with the human resources director of a well known electronics company, I was asked what my *plan* was for my job search. I did not have one, knew it, but hoped I had deflected the question. However, question upon question followed. How long did I think it would take me to get some credibility in a particular area? How was I going to do that? What kinds of resources was I going to use? How long would my funds hold out for a full-time search? A few days later I was interviewed by the human resources director of another large electronics firm. After greeting me and speaking very favorably of the person who had referred me to him, he said: "Why don't you take about 20 minutes and tell me where you have been, how you got there, and why you are leaving?"

Both of these interviews made a lasting impression: in both instances I was unprepared for the questions I was asked. I was confronted with the realization that I had been drifting along, in somewhat of a hit-and-miss fashion, hoping that something good would fall out of the sky. Such an approach was obviously silly and unworthy; also, it would not work. It was time to take hold of the process.

People who have been through a job search have anecdotes to tell, experiences and wisdom that they are usually eager to share. Finding out about the things that stand out in people's minds as they think back on their job search will tap this resource. Mistakes that were made and recovered from, techniques that worked well, what they did that was absolutely right in the situation, surprises they encountered — all of these are fruitful areas to explore.

Criteria for Evaluating Real and Potential Offers

Academic job candidates choose positions on the bases of the prestige of the institution and the interest and challenge of the work. In business, the job itself and the organization are important, but of equal importance is the person to whom the position reports, i.e., one's boss or manager. This working relationship is crucial; it can make or break a career in an organization, particularly for an entry-level professional.

In graduate school, if a reporting relationship proves intolerable there are ways to wriggle out of it. Also, one is frequently forewarned through the grapevine about destructive possibilities. Neither is necessarily the case in business. It is important to know what has happened to one's predecessors, because there is usually not a way to wriggle out in business. Therefore, there is a need to develop antennae and relationships which will enable one to make an informed decision about the person who will supervise one's work.

Working in business means working with people. Team efforts are the rule. Task forces, ad hoc committees, and meetings of many kinds are the structures through which business is done. One's knowledge, idea, plan, or program is frequently a piece of a larger whole. The people one works with take on far larger significance than in academia, where one may hardly see them from day to day. It is advisable to meet with the people you will be working with, spend time talking with them on *more* than one occasion, have lunch with them, before deciding to join the organization.

Opportunities need to be evaluated with these and other criteria in mind: Is the position a good fit for me? Is the position open-ended or is it so specialized that it might prevent movement into other areas? What is the reputation of the organization in the marketplace? Will the job be a plus on a resume three or four years hence? What are the people like with whom I will be working? What kinds of transferable skills will I be learning and how marketable are they? What level of responsibility will I have? What level of decision making? How much visibility and exposure are associated with this position? Where does the position fit on the organizational chart? What is the potential for salary growth?

There are many different ways to carry out a job search. Ph.D.'s who conduct successful ones have several things in common. They are resourceful; if one tactic fails, another is tried. They are reflective; they are able to identify, learn from, and correct their mistakes. They are organized and systematic, not stiflingly so, but enough to enable them to see opportunities and take advantage of them as they emerge. They are open to taking risks, however unsettling they find the risks. They leave behind a trail of people they have met in various settings who sense their potential and will help them land a job if at all possible.

There is always a scarcity of bright people with good communication and problem-solving skills who can demonstrate initiative. There are openings for such people. Most of these openings will be filled through referrals. A Ph.D. who is energetic and enthusiastic, who has a strong resume, who demonstrates sensitivity and respect for time by coming to an interview prepared, who is moderately assertive, and who does not expect undue commiseration will find people in the business community surprisingly ready to help out.

CONCLUSION

Change comes hard. Once change has come, however, one forgets what things were like before. We see the mid-1980's as normal, for example, scarcely remembering what it was like just a few years ago, in the era of Vietnam and "Watergate." We not only cannot recall — we hardly even believe — that not too long ago there were Jim Crow laws, and it took 20 hours to fly across America, and we thought that if we didn't do something drastic in a hurry the Russians would get far ahead of us in science and technology. So it is in small things too. Once settled in a new place, one loses memories of the old. Once in a new line of work, the same, as many essays in this volume testify.

What is most remarkable about these essays, taken as a whole, is the common, matter-of-fact assumption that some people will pursue Ph.D.'s, then leave teaching for careers in business, and do well in those careers. Some essayists talk of points of friction in the process. Many alumni tell of its having taken longer than they expected to search out the new job, but they recognize their experience as having been little different from that of new BA's or even MBA's. Some speak of the career-change decision as having been a strain but, again, not one easily distinguishable from any other consequential personal decision.

The matter-of-fact character of the essays is striking if one can just call to mind how things used to be. I remember those times well. Let me try, through a little reminiscence, to recall them for others.

In the mid-1970's Dorothy Blaney oversaw for the New York State Education Department a review of all the State's Ph.D. programs. I served as chairman of the panel looking at programs in history. As we conducted the review, we became more aware of, and concerned about, the prospect that there would soon be more history Ph.D.'s than openings in college teaching. Coincidentally, for the first time, I had trouble finding a suitable academic job for a Harvard Ph.D. whose work I had supervised. So, with a small grant from the Fund for the Improvement of Postsecondary Education, Dr. Blaney and I began to ask what careers other than teaching might be open to history Ph.D.'s.

We came fairly early to recognize that existing opportunities were meager. In the federal civil service, someone with a Ph.D. was likely to be slotted as a specialist. One with a history Ph.D. went onto the roster as a government historian or, most broadly, as an intelligence analyst, with openings few and far between. Something similar was true for state and local government. Foundation work, publishing, journalism, and other such fields likewise had few openings. Librarians, archivists, and museum curators had their own professional career tracks, with plenty of people already in them. If any significant number of Ph.D.'s was to work outside teaching, we came to realize, it would have to be in the private sector.

Our first exploration there was not encouraging. It had occurred to us that corporations doing business abroad might want to hire Ph.D.'s expert on the histories or cultures of foreign countries. With this in mind, I approached a personal friend on the staff of the Council of the Americas in New York. He arranged a meeting for the two of us with personnel officers from 13 large U.S. corporations doing business in Latin America. The meeting took place around a large oval table in one of the Council's conference rooms. After a little introductory conversation, we set forth the hypothesis that people who had done graduate work in Spanish or Portuguese or in Latin American history could be useful to some of these companies. We then went clockwise around the table for comment. The first response came from a representative of International Telephone and Telegraph. He said, "We used to have some Ph.D.'s. They were troublemakers. We got rid of them. I wouldn't hire another." One after another, these personnel officers told us to forget our quest. As a matter of policy, most multinationals were cutting back on numbers of Americans posted abroad. For those who would be sent, companies would care about business credentials, not about other elements of education. And so on. Number 13 began, "I am one of those Ph.D.'s that ITT fired, but I agree with what everyone else has said." We went away from the meeting feeling not that we had found a closed door, but rather that there was no door at all.

By that time, our concern had broadened to all Ph.D.'s, particularly in the humanities. Encouraged by the Mellon Foundation, we joined forces with the late Allan Cartter and Lewis Solmon to conduct a national survey and interpret the results. (Our *Careers for Humanists* and Solmon's *Alternative Careers for Humanities Ph.D.'s*, cited in the Bibliography, were outcomes.)

As part of the effort, we went singly or jointly to almost 40 universities. At most of them, the routine involved a public session to describe available data projecting that, during the decade ahead, the numbers of men and women receiving new Ph.D.'s in the humanities would run into the tens of thousands, while the numbers of new college teaching jobs would run at most into the hundreds. We would then invite general discussion of the questions which the data posed. Small-group interviews with administrators, professors, and graduate students followed.

At one Ivy League university — not my own — Dr. Blaney and I had an experience somewhat of a counterpart to that at the Council of the Americas. Two women stopped us in a hallway. In a rather furtive manner, they identified themselves as graduate students in one of the Romance languages. They asked if we could tell them quickly what kinds of nonacademic jobs, if any, they might think about pursuing. We said that they should come to the public session. One replied, "Oh, no. We can't. Our professor will be watching. If he suspects we are thinking about something besides teaching, we're dead!"

This attitude applied to any non-teaching career. When we spoke of such careers possibly being in *business*, we would often see raised eyebrows even among sympathetic faculty. And the usual immediate reaction of graduate students themselves was to shrink from the notion.

A decade ago, thus, the very idea of numbers of individuals regularly going from graduate schools or college faculties into careers in business seemed startling to people both in corporations and in the academy. Anyone who predicted then the results described in this book would have seemed out of touch with reality —in the vernacular of the period: "not wrapped real tight."

Now, of course, what has happened seems to have been inevitable. With the facts what they were, some people were bound to leave academia. Given that both the academic world and the business world are much more diverse than either's stereotype of the other, some of the people leaving the one were bound to find places in the other. Because of the programs described in this book, the change has, however, been larger in scale, smoother, and more successful than it could possibly otherwise have been.

Absent these programs, the numbers of Ph.D.'s well-placed in business would surely be many fewer. The wrench for Ph.D.'s and A.B.D.'s deciding to pursue such careers would be much greater. In earlier years, such career change had been something like emigration, usually involving a complete break (and with graduate departments citing the individual as "lost.") The essays in this volume by former academics demonstrate convincingly that this is not their case. They have not changed sides. They have changed roles, carrying in the new role everything they learned and were in the old.

That these programs came into being and achieved such success was due to the vision of a number of individuals on both sides of the previously missing door. On the corporate side were some who sensed the possibility of locating new talent. Among these were two of the few Ph.D.'s already in the business world: H. Weston Clarke, Jr., then Vice President for Personnel of AT&T and a former psychology teacher, and R. Morton Darrow, then Vice President for Public Affairs of the Prudential Insurance Company and once a professor of political science. Among them, too, were two contributors to this book: Andrew Heiskell, then chief executive officer of Time Inc., and Alex Hood, also of Time Inc.

In the first experimental year of the NYU Careers in Business Program, Alex Hood was Time Inc.'s Director of Staff Development. As part of a design for showing off prospects in the pool of talent, each finalist for admission was interviewed by a panel including at least three corporate representatives. Andrew Heiskell had decreed that Time would participate. Alex Hood had to supply the bodies. For days before the interview marathon began, phones at NYU were ringing with Time executives saying in effect, "What the hell is this that I have been assigned to do . . .?" For the very first interview, Alex Hood himself came. The interviewee was a former professor of French. Asked rather roughly by an oil company representative why some firm should hire her in place of a younger person with an MBA, she answered directly: "Because I'm smart. I work hard. I will make money for you." Every business representative on the panel wrote down her name for future reference. And that was the last heard of those other interviewers from Time. Alex Hood wanted to see for himself how many more there were like that!

On the academic side, a number of graduate deans lent a hand. One whom I have to single out is William Dill, Dean of the NYU Graduate School of Business Administration when the original Careers in Business Program was launched (and now President of Babson College). He appreciated early the excitement such a program might offer his faculty — excitement to which, in his essay, Ernest Kurnow bears witness. Dean Dill also appreciated the possible opportunity to find fresh talent for the corporate world. Without his — and Dr. Kurnow's — successful management of that experimental program, I doubt that any others would have come into being.

Finally, I have to mention an organization which exhibited not only vision but a willingness to invest money to make it reality, namely the National Endowment for the Humanities. Richard Ekman, then (and once again now) of the Endowment's Education Division, shepherded a grant which made possible a search for matching corporate funds and the launching of the experiment, and he did so in face of skepticism that might have daunted someone else. *The New York Times* expressed misgiving editorially as to whether the Endowment fulfilled its mission by training people for business. Congressmen on the Endowment's authorizing committee asked the same question. Richard Ekman resolutely insisted that the answer was "yes." By doing so, he made possible all that this book describes.

It is with brief elaboration of that "yes" that I should close. For the various programs described here have, I believe, produced benefits much larger than any statistics or other particular pieces of data would indicate. Not many corporate personnel officers would now turn away someone just because a Ph.D. appeared on his or her resume. Too many success stories argue for the individual's at least getting as close a look as would a new B.A. In universities, some graduate students and junior faculty still fear letting it get out that they think of any career other than teaching. Some of them, I regret to say, are still justified in feeling so. But all graduate students and new Ph.D.'s know now that other jobs exist and that people like themselves are in those jobs and enjoy them. Among graduate students, the most common comment about such a person is not now, "Can you imagine what he has decided to **do**?" It is more likely to be, "Can you imagine how much he **makes**?"

And for universities, nothing could be healthier. The result is that young people can pursue academic interests for a time after college without feeling thereby committed to a career with dubious opportunities. They need not see as alien that huge surrounding world where things are made, sold, bought, and exchanged. They know people there who are just as smart and gifted as they or their professors — but differently directed. In consequence, future generations of those who learn and teach may — just may — have broader vision. They may not so often mistake the university for the world.

Ernest R. May
Charles Warren Professor of History
Harvard University

APPENDIX

The following is a selection of other efforts under way to broaden career opportunities for Ph.D's. The list of university efforts is compiled by state.

Institute for Research in History

1. Scholars in Transition

Scholars in Transition (SIT) of the Institute for Research in History is a unique career development and outplacement service for academics. Designed and conducted by former academics, their programs offer practical assistance to those who are considering a career change and provide them with a support system to facilitate their transition to nonacademic careers. The aim of SIT is to help program participants define their career goals and develop effective job search stategies. Those who attend SIT programs can become part of SIT's Talent Bank, a job referral service for participating businesses.

In addition to a two-week seminar for groups, SIT offers individual counseling. A preretirement planning seminar (PREPS) is also available for faculty and administrators who are thinking about a second career after retirement.

SIT provides counseling services to institutions and will design programs to fit an institution's particular needs. In addition to the services mentioned above, these customized programs include workshops for faculty advisors and/or graduate students in nonacademic careers, guidelines for marketing the liberal arts degrees, and faculty development programs within the academy.

Contact: Mary Hayes Somers
Director
Scholars in Transition
Institute for Research in History
432 Park Avenue South, Suite 1115
New York, NY 10016
(212) 689-1931

2. **The Corporate Ph.D.**

In September, 1985 Facts on File Publications will publish *The Corporate Ph.D.* by Carol Groneman and Robert Lear. The book analyzes the success of humanities Ph.D's in U.S business and industry, "at a time when humanities Ph.D's are increasingly on the market and competing for jobs with more technically trained, but narrowly educated MBA's." Based on a two-year research project of the Institute for Research in History, funded by the Exxon Education Foundation, *The Corporate Ph.D.* assesses the value of Ph.D. training in the humanities to first and second careers in business, and identifies the types of companies that recognize the value of this training.

Across the country, the authors have interviewed former historians, philosophers, archaeologists, linguists and literature specialists, and other academically trained humanists, who are now using their skills in strategic planning, communications, investment analysis, advertising, marketing, human resource development, and multi-national policy for *Fortune* 1000 companies, leading management consulting firms, and in some cases, their own businesses. The authors have also interviewed senior officers, including CEO's, and other executive officers of major U.S. corporations that have hired humanities Ph.D's since the early 1970's. Groneman and Lear conclude that there is "a new awareness among many corporate leaders that the Ph.D. from the humanities brings a special perspective to the complexity of their businesses, along with transferable skills that produce bottom-line results."

Contact: Carol Groneman/Robert Lear
Institute for Research in History
432 Park Avenue South
New York, NY 10016
(212) 689-1931

AUBURN UNIVERSITY

The School of Arts and Sciences has several activities to broaden career opportunities for humanities students:

1. The History Department has a departmental placement program for graduate students. Faculty actively seek information on job openings both within and outside academe which they pass on to students. Their efforts have resulted in a 100 percent placement record.

The Archival Program, within the History Doctoral Program, prepares graduate students for particular kinds of posts that are increasingly becoming available in business and government agencies.

2. Graduate students in the Political Science Department, pursuing an MA in Public Administration, hold assistantships in the Office of Public Service and Research. The degree program and the assistantships are geared toward nonacademic careers. The students conduct studies and workshops for city, county, state, and federal governments.
3. Two graduate degree programs leading to an MA in French Studies or an MA in Hispanic Studies are designed for students preparing for business careers or careers as translators. In addition, the Foreigh Language Department offers an International Trade option at the undergraduate level which lays the foundation for their graduate work and enhances their employability.

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School of Arts and Sciences
Auburn University
Auburn University, AL 36849
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ARIZONA STATE UNIVERSITY

Master of Arts in History with an Option in Public History

The History Department has implemented a program in public history with an emphasis in either editing and publishing or careers in business. Both specializations are designed to educate historians on ways to apply their skills in the broader community outside academe. They include specially designed coursework in conjunction with traditional master's degree requirements.

1. **Graduate Training Emphasis in Historical Editing and Publishing.** This training prepares students to apply the skills of the historian and editor to the needs of book and journal publishers. An important aspect is a summer internhip in which students acquire practical experience working with university and textbook publishers, and historical editing projects. Assistance is provided in job placement.
2. **Graduate Training Emphasis Preparing Historians for Careers in Business.** This training prepares students to be practicing his-

torians within the business sector. A required internship introduces students to the role of the practicing historian. Coursework acquaints students with the private sector's organization, issues, and special vocabulary. The Department of History works closely with the College of Business Administration on program design and is supported in offering this specialization by a panel of business people. Students select faculty advisors from the History Department and the Business College.

Contact: Charles M. Woolf
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Arizona State University
Wilson Hall
Tempe, AZ 85287
(602) 965-7279

SAN DIEGO STATE UNIVERSITY

Humanities and Social Science Departments have added applied coursework and degree programs to their curricula in response to trends in employment and revised discipline goals. Their graduate level changes include new internship and practica courses (e.g., anthropology, geography), applied certificates (e.g., creative writing, linguistics), and new degree programs (e.g., MA degree in public history).

Contact: Brad Bartel
Associate Dean
Graduate Division and Research
San Diego State University
San Diego, CA 92182
(619) 265-4163

SAN FRANCISCO STATE UNIVERSITY

Faculty Retraining Activities

The Committee on Stability of Employment (COSE) is an Academic Senate committee which works with the Provost to provide an opportunity for tenured faculty to retrain themselves in different fields. The Committee's aim is to provide faculty development and to forestall possible lay-offs of faculty in declining academic fields by preparing them to teach in areas of higher demand. For the past two years, about twenty faculty members have been released from one teaching assignment each semester to participate in retraining activities.

Contact: Nancy G. McDermid
Dean, School of Humanities
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
(415) 469-1541

UNIVERSITY OF SOUTHERN CALIFORNIA

Certificate in Business Administration—Post-Doctoral Fellow

Beginning in the summer of 1985, the Graduate School of Business Administration will offer post-doctoral training in business to Ph.D.'s in nonbusiness fields. This program will allow these Ph.D.'s to obtain knowledge of the business environment and integrate their existing specialties into business related research. The ultimate goals are to provide a cadre for cross-disciplinary research and to prepare these Ph.D.'s for teaching positions in business schools.

Contact: Richard Savich
Director, Doctoral Program
Graduate School of Business Administration
University of Southern California
Los Angeles, CA 90089-1421
(213) 743-6184

NORTHWESTERN UNIVERSITY

Seminars and Workshops

In 1982 two seminars were held for graduate students on alternative careers for Ph.D.'s. Guest speakers from the corporate and university sectors spoke about their involvement and interest in this area. Panelists included Ph.D.'s who had made the transition to nonacademic careers.

A committee with representation from various university offices, in addition to The Graduate School, will coordinate future workshops and seminars on alternative career opportunities, but it has not been active during 1983-84.

Utilization of the CIC Handbook

A recent handbook, *Humanities Ph.D.'s and Nonacademic Careers*, published by the Committee on Institutional Cooperation (CIC), has been widely distributed by The Graduate School to faculty and chairpersons in the humanities and related disciplines. With this handbook, faculty members can assist students in broadening the spectrum of their professional options to encompass business, government, and nonprofit organizations, as well as college teaching.

Contact: Leila Edwards
Associate Dean for Students
The Graduate School
Northwestern University
Evanston, IL 60201
(312) 492-7264

THE UNIVERSITY OF CHICAGO

The Graduate Intern Program

The Office of Career and Placement Services established The Graduate Intern Program in November 1982 to provide an opportunity for graduate students in the humanities and social sciences to explore careers outside academe. The Program places students with Chicago businesses and nonprofit organizations in paid, part-time internships which require research, data analysis, writing, and editing skills. These positions provide students with a source of income enabling them to complete their graduate studies and a means to test the applicability of their skills and knowledge in a variety of work settings.

Contact: Anna H. Siegler
Coordinator
Graduate Intern Program
Career and Placement Services
The University of Chicago
5706 South University Avenue
Chicago, IL 60637
(312) 962-8350

INDIANA UNIVERSITY

The Graduate School has a Faculty Graduate Careers Committee which has worked over the years to provide quality support for graduate students and faculty. Special programs and receptions involving Ph.D. graduates are offered regularly as are continuous services of the Arts and Sciences Career Planning and Placement Center. Workshops, individual counseling, and credential service are available.

A newsletter, "Careers for Humanists," was produced last year by the Placement Center along with a campus guide of available resources. The Placement Center continues to seek out materials and activities to assist graduate students. Curricular flexibility and internship activity have also been pursued.

Contact: Wayne E. Wallace
Director
Career Planning and Placement
Indiana University
326 North Jordan
Bloomington, IN 47405
(812) 335-0576

THE UNIVERSITY OF IOWA

Nonacademic Career Speakers and Workshops

For several years the Graduate College invited a series of speakers employed in nonacademic careers to speak to graduate students on career opportunities for humanities Ph.D.'s. A task force of humanities faculty was then appointed to consider the issue of nonacademic employment for their graduates. From these efforts special workshops were held to assist students in preparing for and finding nonacademic employment. Currently, similar workshops are conducted as needed by individual departments.

Student Initiated Workshops

The Graduate College has provided funding to humanities graduate students identified through the Graduate Student Senate who wish to take the initiative and develop broad-based workshops on nonacademic careers.

Contact: Rudolph W. Schulz
Dean for Advanced Studies
The University of Iowa
201 Gilmore Hall
Iowa City, IA 52242
(319) 353-3440

UNIVERSITY OF KANSAS — LAWRENCE

Local Workshops

The Graduate School, in cooperation with several humanities departments and the University Placement Center, sponsored workshops in 1980 and 1981. In the first workshop graduate students in the humanities met with individuals who, after receiving Ph.D. degrees in the humanities, had successfully found employment outside academia. The second workshop, conducted by the Placement Center staff, focused on effective resume writing and interviewing for nonacademic positions. Alumni working in business positions were the principal speakers.

Workshop on Employment for Humanities Ph.D.'s

In 1981 the English Department and the Center for Humanistic Studies received a grant from the National Endowment for the Humanities for a project entitled Workshop on Employment for Humanities Ph.D.'s to run from 1981 to 1984. This two-part workshop series was designed specifically for members of the Mid-America State Universities Association with the purpose of reaching graduate deans, graduate directors, chairpersons, graduate students, and placement personnel. Its goal was to improve advising and placement efforts on the fourteen campuses represented with regard to alternative careers for humanities Ph.D.'s. As a result of these efforts, the University of Kansas now has a full-time assistant director in placement whose principal duty is to advise graduate students in the humanities.

Contact: G. Douglas Atkins
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Department of English
University of Kansas
Lawrence, KS 66045
(903) 864-4520

UNIVERSITY OF MARYLAND — COLLEGE PARK

Conference on Alternative Careers for Humanities Ph.D.'s

In 1975 the English Department and the Modern Language Association presented a two-day conference on alternative careers for Ph.D.'s in the humanities. The conference brought recent Ph.D.'s together with academic administrators and corporate executives to explore new ways of using the skills of graduate study in business situations.

Internship Program

The Division of Arts and Humanities offers nonacademic internships for humanities graduate students. These students are placed in businesses, museums and cultural institutions, and in federal and state agencies. Many of these placements have led to permanent positions.

Corporate Advisory Board

A Corporate Advisory Board consisting of twelve senior executives from businesses, foundations, and financial institutions was established by the Division of Arts and Humanities. The Board advises faculty and administrators on ways to prepare humanities graduates for careers in the business world.

Liberal Arts in Business Certificate Program

Through a partnership of the Corporate Advisory Board and the administrators and faculty of the Division of Arts and Sciences, a new undergraduate curriculum in the liberal arts has been designed which will produce students who will blend the training of the liberal arts with the modes of thought that are intrinsic to business and management. In September 1983 the first group of students entered the Program. After this class graduates in 1987, the Program plans to track the alumni to determine their career directions. The Program will also produce curricular and teaching materials for use by other institutions. In 1986-87, representatives from other institutions will be invited to a national conference to visit the Program, see it in operation, and discuss its philosophy.

Contact: Shirley Strum Kenny
Provost
Division of Arts and Humanities
University of Maryland
College Park, MD 20742
(301) 454-6790

NORTHEASTEN UNIVERSITY

Career Placement and Counseling

Northeasten University has a centralized Placement Office which handles career development activities for graduate students. Specialists counsel students about many career areas both within and outside academe. Seminars in resume preparation, business letter writing, and job interviewing techniques are offered on an ongoing basis.

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Technical and Professional Writing Program

The Department of English, in conjunction with the Graduate School of Arts and Sciences, offers a one-year training program in Technical and Professional Writing for those holding at least a bachelor's degree in English, education, or other liberal arts disciplines. Included in this writing program are three courses in computer science.

Contact: Ann Kellner
Administrative Assistant
Graduate School Operations Office
Northeasten University
108 Hayden Hall
Boston, MA 02115
(617) 437-2243

MICHIGAN STATE UNIVERSITY

Career Development Program

The College of Arts and Letters has established an internship program and plans an externship program to allow graduate students to work temporarily in business, industry, and government. Prior to placement in both programs, students attend workshops on resume writing, interviewing techniques, and other employment procedures.

The internship program provides employers with the services of creative and enthusiastic personnel at relatively low cost. Graduate students have an opportunity to make contacts in nonacademic fields, gain a perspective on the work environment, and identify those skills which are compatible with the needs of academic employers.

The planned externship program will allow graduate students to work on a short-term basis with Arts and Letters alumni who are working in nonacademic careers. This program will provide graduate students with further opportunities to work in occupations related to their career interests.

Contact: Jeanne E. Gullahorn
Associate Dean of The Graduate School
Michigan State University
246 Administration Building
East Lansing, MI 48824
(517) 355-0300

UNIVERSITY OF MINNESOTA

Career Development

For the past seven years, the College of Liberal Arts Career Development Office has provided assistance to graduate students considering alternatives to academic employment. Each academic quarter a panel of advanced degree holders in nonacademic positions discusses their decisions to seek careers outside academe and how they found their initial positions. Panelists come from a variety of academic disciplines and are employed in business, government, and social service organizations.

The week following each panel, a two-session "Job Hunting Workshop for Graduate Students Seeking Alternative Careers" is offered. The workshop provides an overview on how to identify career options, research employers, write a resume for nonacademic positions, and prepare for interviews. Graduate students may then make an individual appointment with a career counselor following the workshop.

Advanced Degree Resource Directory

The Career Development Office has compiled an Advanced Degree Resource Directory. The Directory provides the names of 45 advanced degree holders employed in nonacademic positions in the Minneapolis-St. Paul area who are willing to meet with graduate students and discuss their particular line of work. Those included in the Directory occasionally inform the Career Development Office of job vacancies and internship possibilities.

Contact: Gary L. McGrath
Director
College of Liberal Arts Career Development Office
University of Minnesota
345 Fraser Hall
106 Pleasant St., S.E.
Minneapolis, MN 55455
(612) 373-2818

THE CITY UNIVERSITY OF NEW YORK
The Graduate School and University Center

The Graduate Center Business Seminar

Since 1981 The Graduate Center Business Seminar within the Office of Placement has offered a series of three courses in business, com-

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puter literacy, and computer programming during the spring and fall terms. These courses meet once a week for eight to ten weeks and are open to alumni and upper level graduate students. Most who are served by the Seminar are from the liberal arts and related disciplines. The courses offer both group counseling for job seeking and training in techniques considered essential for business. Several participants have made the transition to the business world.

Contact: Gertrude Schneider
Assistant Director
Office of Placement
The City University of New York
The Graduate School and University Center
33 West 42 Street
New York, NY 10036
(212) 790-4265

STATE UNIVERSITY OF NEW YORK AT BUFFALO

Since 1982 a yearly four-day career guidance seminar has been hosted by the Dean's Office of the Graduate School of Arts and Letters for its graduate students. This seminar emphasizes skill assessment, the preparation of credentials, the interview process and research into enterprises and corporations.

The Dean's Office has also established a Job Information Center which houses a small collection of basic texts and reprints on career planning.

Contact: Henry Sussman
Associate Dean
Arts & Letters Faculty
SUNY Buffalo
810 Clemens Hall
Buffalo, NY 14260
(716) 636-2711

BOWLING GREEN STATE UNIVERSITY

Professional Development Program

1. An annual career alternative conference, sponsored by the Graduate College in cooperation with the Graduate Student Senate,

assists students in the nonacademic job search. Topics include placement files and credentials, and positions in the business and nonprofit sectors.

2. The Cooperative Education Program provides graduate students with an opportunity for work assignments in business, industry, government, and nonprofit organizations as part of their course of study. Academic credit may be awarded for this off-campus work experience.

Master of Arts in Applied Philosophy

The Master of Arts program in philosophy provides graduate students with an opportunity to combine coursework in philosophy with a nonacademic work experience or practicum. The goal of the practicum is to provide students with both an understanding of, and the ability to articulate, the ways in which philosophical skills and concepts can be used in a vocational area of their choosing. The degree work culminates in writing and orally defending a thesis which addresses itself to philosophical issues that have arisen in the practicum.

Contact: Garrett T. Heberlein
Dean and Associate Vice President for Research
Graduate College
Bowling Green State University
Bowling Green, OH 43403
(419) 372-2791

OHIO STATE UNIVERSITY

For three years beginning in 1979 the Graduate Dean's Office and the Arts and Sciences Placement Service co-sponsored workshops for Ph.D. students who were interested in careers other than college teaching. Although these workshops were not offered in 1982 and 1983, there are plans to offer them again by the fall of 1985 because of renewed student interest.

Contact: Isaac J. Mowoe
Assistant Dean
College of Humanities
Ohio State University
186 University Hall
230 N. Oval Mall
Columbus, OH 43210
(614) 422-1882

PENNSYLVANIA STATE UNIVERSITY

Concurrent Master's Degree Programs in French Studies and Business Administration

Students earn an MA in French Studies and either an MBA or an MS in Business Administration. The program is designed for those who plan careers in international business for which proficiency in French language and culture is required. It includes optional study abroad and a practicum in a French business.

Contact: Richard L. Frautschi
Head, Department of French
Pennsylvania State University
316 Burrowes Building
University Park, PA 16802
(814) 865-7233

BROWN UNIVERSITY

The Career Planning Services Office issues an annual publication titled the "Career Planner for Graduate Students," a guide to the programs and resources available at Brown to all graduate students and alumni interested in either academic or nonacademic careers. Programs include job-hunting, resume-writing, and interviewing workshops which emphasize the diverse techniques associated with exploring both traditional and nontraditional job markets. Individual counseling and self-analysis exercises provide students with a personalized evaluation of their skills and interests and show the relationship of these qualities to their career plans. The primary emphasis at Brown is upon individual counseling provided by a professional staff member who himself has made a career transition from tenured faculty status.

Contact: Marvin Reed
Assistant Director for Graduate Students
and Alumni
Career Planning Services
Brown University
P.O. Box 1907
Providence, RI 02912
(401) 863-3326

UNIVERSITY OF WASHINGTON

Placement Center

The University Placement Center encourages graduate humanities students to consider careers in fields outside of teaching and provides counseling for students interested in such alternatives.

Department of English Workshop

The Department of English conducts a workshop each year for students in the humanities interested in careers outside of the field. Professionals working outside academe who hold humanities degrees are invited to participate in these workshops, entitled "English Majors Need ~~Not~~ Apply."

Scientific and Technical Writing Program

The College of Engineering has a Scientific and Technical Communications program in which humanities students enroll to prepare for careers in technical writing and other forms of communication.

Contact: Norman Arkans
Assistant Dean
Graduate School
University of Washington
Seattle, WA 98195
(206) 543-5900

UNIVERSITY OF WISCONSIN — MADISON

Alternative Careers for Ph.D.'s Program

Since 1977 the Office of Career Advising and Placement Services has conducted an annual program on alternative careers for graduate students. The one-day program focuses on the mechanics of finding and competing for appropriate nonacademic jobs. The program includes discussions by individuals who have made the transition to nonacademic careers.

The Office also provides advising and placement assistance to about 25-30 Ph.D. students per year who are seeking nonacademic jobs.

Contact: May Fraydas
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Madison, WI 53706
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BIBLIOGRAPHY[1]

This Bibliography has attempted to be selective rather than comprehensive. Prepared with both faculty and students in mind, the entries reflect the issues and concerns dealt with in this handbook. A special effort was made to avoid excessive duplication of other bibliographies, especially that published in 1982 by the Modern Language Association. That 42-page bibliography, *Alternative Careers for Ph.D.'s in the Humanities*, is exceptionally comprehensive in providing sources of information about careers in specific industries. It also affords extensive coverage of special problems that women encounter in the nonacademic job marketplace. The bibliography that follows concentrates instead on citing works that: (1) deal with issues that concern both faculty and students with respect to nonacademic employment for humanities Ph.D.'s; and (2) provide both faculty advisers and graduate students with comprehensive information about exploring nonacademic career opportunities.

In the citations that follow, the titles of some organizations have been abbreviated. Some of these abbreviations are as follows:

AAHE — American Association for Higher Education
AAUP — American Association of University Professors
ADE — Association of Departments of English
ERIC — Education Resources Information Center. ERIC prepares *Resources in Education*, a monthly publication consisting of indexes and document resumes concerning the field of education. Published by the U.S. Department of Education, articles are subsequently available on microfiche to which the ERIC numbers refer.

The Graduate Student Caucus Newsletter is a publication of the Graduate Student Caucus of the Modern Language Association and is not an official MLA publication.

Titles marked with an asterisk (*) are recommended for those who have only limited time to read in this subject area.

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[1] Reprinted with permission from The Committee on Institutional Cooperation, Evanston, Illinois from their book *Humanities Ph.D.'s and Nonacademic Careers*, 1983.

CATEGORY I

The State of the Humanities, the Academic Professions, and the Academic and Nonacademic Labor Markets

Astin, Helen S. "Employment Prospects for Graduates with Advanced Degrees." *UCLA Educator*, 19 (Spring 1977), 32-40.
Interesting but now outdated general analysis of the job market for Ph.D.'s and some of the factors influencing it.

*Bowen, William G. "Graduate Education: Prospects for the Future." *Educational Record*, 62 (Fall 1981), 20-30. Condensation of Bowen's *Report of the President, April 1981* for Princeton University.

——————. *Report of the President, April 1981. Graduate Education in the Arts and Sciences: Prospects for the Future.* Princeton: Princeton University, 1981.
Combines a thorough economic analysis of the projected supply and academic demand for Ph.D.'s with a discussion of how universities can preserve the quality of graduate education during a period of enrollment decline.

Bowie, Norman E. "Graduate Education and Non-Academic Careers." *Liberal Education*, 63 (May 1977), 220-229.

*Breneman, David W. *The Coming Enrollment Crisis: What Every Trustee Must Know*. Washington: Association of Governing Boards of Universities and Colleges, 1982.
This 40-page booklet presents a cogent summary of demographic and other forces that will have a profound impact upon the future of American colleges and universities in the 1980's and 1990's. Although the book is addressed to trustees, faculty members can profit both from the data presented and from the questions that Breneman believes colleges and universities must ask themselves.

——————. "Economic Trends: What Do They Imply for Higher Education?" *AAHE Bulletin*, 32 (September 1979), 1, 3-5.

——————. "The Humanities in a Technological Society." *AAHE Bulletin*, 32 (June 1980), 1 passim.

Business and the Humanities: A National Conference. Lawrence, KA: School of Business, University of Kansas, 1982.

The Career-Related Services of the Learned and Professional Societies in the Humanities and the Social Sciences: A Report. Washington: Washington Humanities Forum, 1982.

Cartter, Allan M. *Ph.D.'s and the Academic Labor Market.* New York: McGraw-Hill, 1976.

*Clary, David A. "Write When You Find Work: Advice for Graduate Faculty on Training Employable Historians." *History Teacher,* 12 (November 1978), 65-85.
An iconoclastic look at the academic historical profession and how attitudes prevalent among many history professors and graduate students restrict their employability. An "Afterword" includes advice for job-seeking history graduate students.

*Commission on the Humanities. *The Humanities in American Life.* Berkeley: University of California Press, 1980.
The result of two years of work by the Commission, this study profiles the roles of the humanities in American education and public life, and makes thirty-one recommendations for change during the 1980's.

Crossland, Fred. "Learning to Cope with a Downward Slope." *Change,* 12 (July-August 1980), 18-25.

Keyfitz, Nathan. "The Graduate Schools Lose Their Economic Base." Center For Population Studies, Harvard University, Working Paper No. 104, February, 1978.

*Lovett, Clara M. "Jobs for humanists: the crisis as opportunity." *AAHE Bulletin,* 34 (October 1981), 6-8.
Thoughtful article questioning the validity of isolating humanists within the academy. It disagrees with the "lost generation of scholars" position and emphasizes a positive attitude toward the nonacademic world.

Maxfield, Betty D. and Susan M. Henn. *Employment of Humanities Ph.D.'s: A Departure from Traditional Jobs.* Washington, D.C.: National Academy of Sciences, 1980.
This study, commissioned by the National Research Council, examines the employment status of 60,140 humanists estimated to belong to the labor force in February, 1977. It presents statistics about the numbers employed in academic institutions, both as full-time and part-time faculty, and also provides information on the number of Ph.D.'s working in non-traditional settings.

*May, Ernest R. and Dorothy G. Blaney. *Careers for Humanists.* New York: Academic Press, 1981.
The authors combine an analysis of the projected demand for and supply of humanities Ph.D.'s for the next two decades with a frank discussion of career possibilities for humanists during that period and some possible ways to alleviate the crisis of the academic job market.

Neel, Jasper P., ed. *The State of the Discipline, 1970's-1980's*, A special double issue of the *ADE Bulletin*, 62 (September-November 1979), 1-106.

Reynolds, Clay. "Versus Vocationalism." *Graduate Student Caucus Newsletter* (Spring 1980).

Schaefer, William D. "Still Crazy After All These Years." *ADE Bulletin*, 55 (November 1977), 1-8. Reprinted in *Profession 78*. New York: MLA, 1978.

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Solmon, Lewis C. "Jobs for Humanities Ph.D.'s: The Problem and Some Solutions." *Council on the Study of Religion Bulletin*, 10 (December 1979), 137, 139-144.

*______, Laura Kent, Nancy L. Ochsner, and Margo-Lea Hurwicz. *Underemployed Ph.D.'s.* Lexington, MA: D.C. Heath, 1981.
This book is a comprehensive analysis of five years of research on the job market for Ph.D.'s. The authors discuss the job crisis, and possible remedies for it, from the perspective of Ph.D.'s both in the hu-

manities and in science and engineering disciplines. The emphasis is on nonacademic jobs.

Spaltro, Kathleen. "The Emperor Has No Clothes: The Job Crisis and Professional Redefinition." *Graduate Student Caucus Newsletter* (Spring 1980).

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Tave, Stuart. "The Guilt of the Professor." *ADE Bulletin*, 59 (November 1978), 6-12. Reprinted in *Professions 79*. New York: MLA, 1979.

*University of Chicago. "Report of the Commission on Graduate Education." *The University of Chicago Record*, 16 (May 3, 1982), 67-180. This report contains a thoughtful analysis of many problems facing graduate education in research universities. The significance of its conclusions and recommendations extends well beyond the University of Chicago. It deals extensively with the situation in humanities and social sciences.

CATEGORY II

General Career Development Literature

Abarbanel, Karin and Gonnie McClung Siegel. *Woman's Work Book*. New York: Praeger, 1975.
Good source book for women (and men) who need to learn the basics of a successful job-hunt.

Barnard, Clay, Jean Jackson, and Barbara Seidman. "Humanities and Placement: An Unholy Alliance." *Journal of College Placement*, 41 (Winter 1981), 65-69.

Bickner, Mei L. and Marlene Shaughnessey. *Women at Work: An Annotated Bibliography*. Vols. I and II. Los Angeles: Institute of Industrial Relations, Univ. of Calif., 1974, 1977.

Bolles, Richard Nelson. "Changing Careers." *Change*, 11 (July-August 1979), 40-44.
Good discussion of how to identify functional and transferable skills and use that knowledge for changing careers.

*______. *The Three Boxes of Life and How to Get Out of Them: An Introduction to Life/Work Planning.* Berkeley: Ten Speed Press, 1978.
Bolles argues against the traditionally distinguished stages of life — education, work, retirement — and instead calls for a greater integration of learning, achievement, and leisure throughout an individual's lifetime.

*______. *What Color is Your Parachute? A Practical Manual for Job-Hunters and Career Changers.* Berkeley: Ten Speed Press, orig. pub. 1972; updated annually.
In this classic career development manual, Bolles provides comprehensive guidelines to assist readers in identifying what they want to do with their lives, how to conduct job searches, and how to present themselves with confidence. It is valuable to both students and career-changers.

Bollt, Anita and James I. Briggs. "Informational Interviewing: Easing the Student's Entry into the Working World." *Journal of College Placement*, 39 (Winter 1979), 53-55.

Crystal, John C. and Richard N. Bolles. *Where Do I Go From Here With My Life?* Berkeley: Ten Speed Press, 1980.

*Donaldson, Christine F. and Elizabeth A. Flynn. *Alternative Careers for Ph.D.'s in the Humanities: A Selected Bibliography.* New York: Modern Language Association, 1982.

Epstein, Laurily K. *Women in the Professions.* Lexington, Mass.: Lexington, 1975.

*Figler, Howard. *The Complete Job-Search Handbook: All the Skills You Need to Get Any Job and Have a Good Time Doing It.* New York: Holt, Rinehart and Winston, 1979.
Figler organizes his information according to the variety of skills needed for successful job hunting: self-assessment, detective work, research, communication, and transition. Each chapter details specific skills and how the job hunter can implement them. He includes some exercises, sample letters, and suggestions for dealing with the frustration inherent in any job search.

Fox, Marcia R. *Put Your Degree to Work: A Career-Planning and Job-Hunting Guide for the New Professional.* New York: W.W. Norton and Company, 1979.
This book focuses particularly on processes that graduate students can follow in preparation for a job search both within and outside academe. It deals with ways of expanding one's options while still in graduate school, composing resumes and cover letters, and preparing for interviews.

Granovetter, Mark S. *Getting a Job: A Study of Contacts and Careers.* Cambridge: Harvard University Press, 1974.

Hansen, L. Sunny, and Rita S. Rapiza. *Career Development and Counseling of Women.* Springfield, Ill.: Charles C. Thomas, 1978.

Harragan, Betty Lehan. *Games Mother Never Taught You: Corporate Gamesmanship for Women.* New York: Warner Books, 1978.
An excellent introduction to the structure of corporate hierarchies. Harragan's discussion alerts job candidates to the particular kinds of language, mind sets, and power alignments which have evolved in corporate organizations. A useful book for all "outsiders" to the corporate world, not just women.

Holland, John. *Making Vocational Choices: A Theory of Careers.* Englewood Cliffs: Prentice-Hall, 1973.

Irish, Richard K. *Go Hire Yourself an Employer.* Garden City, NY: Doubleday, rev. ed., 1978.

______. *If Things Don't Improve Soon I May Ask You to Fire Me: The Management Book for Everyone Who Works.* Garden City, NY: Doubleday, 1975.

Jackson, Tom. *Guerilla Tactics in the Job Market.* New York: Bantam Books, 1982.

______. *How to Get the Job You Want in 28 Days.* New York: E.P. Dutton, rev. ed., 1982.

Kotter, John P., Victor A. Faux, and Charles McArthur. *Self-Assessment and Career Development.* Englewood Cliffs: Prentice-Hall, 1978.

This book grew out of a Harvard project designed to help MBA's choose careers. It includes sections on both private and nonprofit sectors. Excellent bibliography.

Lathrop, Richard. *Who's Hiring Who.* Berkeley: Ten Speed Press, 1977.

Marketing Yourself: The Catalyst Women's Guide to Successful Resumes and Interviews. New York: Putnam, 1980.

Medley, H. Anthony. *Sweaty Palms: The Neglected Art of Being Interviewed.* Belmont, CA: Lifetime Learning Publications, 1978.

Pogrebin, Letty Cottin. *Getting Yours: How to Make the System Work for the Working Woman.* New York: David McKay Company, Inc., 1975.

Thain, Richard J. *The Managers: Career Alternatives for the College Educated.* Bethlehem, PA: The College Placement Council, 1978.
A good discussion of the many varieties of management positions in the profit and nonprofit sectors.

CATEGORY III

Career Development Literature Specifically for Graduate Students and Liberal Arts Graduates

*Bestor, Dorothy K. *Aside from Teaching, What in the World Can You Do? Career Strategies for Liberal Arts Graduates.* Seattle: University of Washington Press, rev. ed., 1982 (orig. publ. as *Aside from Teaching English, What in the World Can You Do? . . .).*
Initially written for English majors, this is a very useful book for humanists in general. It investigates a wide range of opportunities in the working world for persons with the skills accrued in the study of the humanities, and discusses the job search process, both in relation to existing jobs and in relation to the creation of new ones.

But Can You Find A Job? A Discussion of Graduate Study in the Humanities and Nontraditional Careers. Austin: The University of Texas, 1978.
A good brief (8 pp.) discussion aimed at beginning graduate students who are uncertain about career options.

A Guide for Job Candidates and Department Chairmen in English and Foreign Languages. New York: MLA, rev. ed., 1978. ERIC#ED 164 433.
This booklet provides an assessment of the academic job market and hiring practices, and offers some specific advice on preparing letters of application and on interview preparation.

Hitchcock, Susan Tyler. *Branching Out: Advice for Graduate Students Considering Careers Beyond College Teaching.* Charlottesville: Office of Career Planning and Placement, University of Virginia, 1980. Available for $5 prepaid from Office of Career Planning and Placement, Garrett Hall, University of Virginia. Charlottesville, VA, 22903.

Munschauer, John L. *Jobs for English Majors and Other Smart People.* Princeton: Peterson's Guides, 1982.

Wallace, Wayne, et al. *For Your Action: A Practical Job Search Guide for the Liberal Arts Student.* Bloomington, IN: Indiana University Arts and Sciences Placement Office, 1982.

Walton, Franklin J. *Preparing for Academic Careers.* Career Development and Placement Center, University of Illinois at Urbana-Champaign, 1980.

Workman, Jean. *Exploring Careers in the Humanities: A Student Guide-Book.* Washington: Government Printing Office, 1976.

You Can Do It: A Step-by-Step Workbook for Developing an Effective Job Search Strategy. Career Development and Placement Center, University of Illinois at Urbana-Champaign, 1982.

CATEGORY IV

Humanists and Nonacademic Employment

Beck, Robert E. *The Liberal Arts Major in Bell System Management.* Washington: Association of American Colleges, 1981.

Berryman, Sue E., Paul F. Langer, John Pincus, and Richard H. Solomon. *Foreign Language and International Studies Specialists: The Marketplace and National Policy.* Santa Monica: The Rand Corporation, 1979.
Thorough look at job prospects for language specialists.

Gross, Ronald. *The Independent Scholar's Handbook: How to Turn Your Interest in Any Subject into Expertise.* Reading, MA: Addison-Wesley, 1982.

*Harwood, John T. "From Genre Theory to the Want Ads: Nonacademic Job Opportunities for the Ph.D." *ADE Bulletin*, 44 (February 1975), 21-24.
Practical article about the transferability of skills, based upon one scholar's nonacademic job search.

Harwood, John T. "Nonacademic Job Hunting." *AAUP Bulletin*, 60 (September 1974), 313-16.
A humanities Ph.D. gives advice on composing a business resume.

Honig, Lucille J. and Richard I. Brod. *Foreign Languages and Careers.* New York: Modern Language Association, rev. ed., 1979. ERIC #ED 103 626.

Hyman, Harold M. "The Uses of History: Job Alternatives at the Bicentennial." *History Teacher*, 11 (May 1978), 393-99.

Jacobs, Rita D. *The Useful Humanities: Alternative Careers for Ph.D.'s in the Humanities.* New York: Rockefeller Foundation, 1977. ERIC #ED 164 433.

Jacobson, Robert L. "Looking Beyond Academe: What Scholars Can Do When Their Careers Don't Work." *Chronicle of Higher Education*, February 16, 1983, 21, 23.

Kennedy, George A. and Laura M. Stone. *Careers for Classicists: Teaching, Research, Publishing, Tourism, Government Service and Others.* Boulder: American Philological Association, rev. ed., 1976.

Kersey, Clinton W. "From Classroom to Boardroom." *National Business Employment Weekly*, September 27, 1981.

Krannich, Ronald L. and William J. Barris. *Moving Out of Education: The Educator's Guide to Career Management and Change.* Chesapeake, VA: Progressive Concepts, 1981.

Krolik, James J. "Hiring Trends of Humanities Ph.D.'s." *Journal of College Placement*, 40 (Fall 1979), 61-63.

______. "Ph.D.'s: Moving into a Nonacademic Setting." *Journal of College Placement*, 39 (Winter 1979), 63-64.

______. "Questions Concerning Non-Academic Career Alternatives." *Graduate Student Caucus Newsletter* (May 1979).

______, and Joan L. Nelson. "Nonacademic Career Counseling for Graduate Students." *Personnel and Guidance Journal*, 57 (October 1978), 126-7.

*Landesman, Joanne. "Can humanities academics find happiness with businessmen (and vice versa)?" *Across the Board*, 16 (May 1979), 55-63.
A frank and thorough discussion of the first summer "Careers in Business" program at NYU by one of the participants.

Matthews, Dale and Mary Easthope. "Of Ivory Towers, Fading Dreams and the 9-to-5 World." *Rackham Reports*, 6 (Spring 1980), 1-5.

*Rigolot, Carol, ed. *Alternate Careers for Ph.D.'s in the Humanities*. Report of a Conference of Academic Leaders and Executive Officers of Life Insurance Companies at Princeton University, March 10-11, 1977, sponsored by the University Advisory Council of the American Council of Life Insurance. Washington: American Council of Life Insurance, 1977.

Schilt, Charlotte. "Using Your Teaching Skills to Create a New Job." *Media and Methods*, 15 (March 1979), 36-38, 40, 60.

*Solmon, Lewis C., Nancy L. Ochsner, and Margo-Lea Hurwicz. *Alternative Careers for Humanities Ph.D.'s: Perspectives of Students and Graduates*. New York: Holt, Rinehart and Winston, 1980.
This book draws on an extensive survey of humanities Ph.D.'s and graduate students undertaken in the mid-1970's. Especially significant are its comparisons of humanists employed in nonacademic positions with those in the professoriat.

Solmon, Lewis C. "The Humanist as Business Executive: Wishful Thinking?" *Educational Record*, 64 (Winter 1983), 32-37.
The author contends that people who already have humanities de-

grees or who are involved in humanities graduate programs should not be discouraged about seeking a career in the corporate sector. However, they should not enter a humanities program assuming that it will necessarily prepare them for a business career. This is a very straightforward, hard-hitting piece which some will find disturbing.

______. "Ph.D.'s in Nonacademic Careers: Are There Good Jobs?" *Communicator*, 12 (September 1979), 1-3.

______, Nancy L. Ochsner, and Margo-Lea Hurwicz. "Jobs for Humanists." *Change*, 10 (June-July 1978), 56-7, 78.

Sussman, Alfred S. "A View of Alternative Graduate Programs." *Rackham Reports*, 5 (Spring 1979), 1-3.

Turpin, Elizabeth R. "Alternatives to Teaching for the English Professor in the Fields of Journalism, Public Relations and Editing." *ADE Bulletin*, 40 (March 1974) 40-45.

Zembrano, Ana L. and Alan Entine. *A Guide to Career Alternatives for Academics*. New Rochelle: Change Magazine Press, 1976.

CATEGORY V

The World of Work and the Language of Business

Freeman, Richard. *The Over-Educated American*. New York: Academic Press, 1976.

How to Read a Financial Report. Merrill, Lynch, Pierce, Fenner and Smith, Inc. One Liberty Plaza, 165 Broadway, New York, NY, 10006.
This is very good, brief, and very basic. A copy was handed out to all who attended the 1980 CIC workshop.

Kanter, Rosabeth Moss. *Men and Women of the Corporation*. New York: Basic Books, 1977.
A thorough consideration of the roles men and women are assigned in business.

Key Business Ratios. New York: Dun and Bradstreet, published annually. A must for anyone considering a career in banking or finance.

Terkel, Studs. *Working: People Talk About What They Do All Day and How They Feel About What They Do.* New York: Pantheon Books, 1974.

CATEGORY VI

General Occupational Literature

Barrer, Myra E. *Women's Orgnizations and Leaders Directory, 1979.* Washington, D.C.: Today News, 1979.

Careers in the 80's: National Recruitment Survey. New York Times, 14 Oct. 1979, Sec. 12.

College Placement Annual. Bethlehem, PA: College Placement Council, published annually. A comprehensive source of information about employers.

Occupational Outlook Quarterly. Published by the U.S. Department of Labor, Bureau of Labor Statistics.

U.S. Department of Labor, Bureau of Labor Statistics. *Occupational Outlook for College Graduates, 1980-81 Edition.* Washington, D.C.: Government Printing Office, 1980.

U.S. Department of Labor, Bureau of Labor Statistics. *Occupational Outlook Handbook, 1980-81 Edition.* Washington, D.C.: Government Printing Office, 1980.

U.S. Employment Service. *Dictionary of Occupational Titles.* Washington, D.C.: Government Printing Office, 1977.

Bibliography Addendum

Below are additional publications relevant to the issue of broadening career opportunities for Ph.D.'s.

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"Careers in Business: Campus to Corporation—Year 2." Albany, NY: The University of the State of New York, 1979.

"The Humanities and Careers in Business." Conference Proceedings. Princeton, NJ: The Association of American Colleges and The National Endowment for the Humanities, April 27-29, 1983.

Jones, Thomas B., ed. *Liberal Learning and Business Careers.* St. Paul, MN: Metropolitan State University, 1982.

Kurnow, Ernest. "Retraining for the Business World." *Association of Departments of Foreign Languages (ADFL) Bulletin*, September 1983, 12-15.

National Research Council, Office of Scientific and Engineering Personnel. *Departing the Ivy Hall: Changing Employment Situations for Recent Ph.D.'s.* Washington, DC: National Academy Press, 1983.

Winter, D. G., Mc Clelland, D. C., and Stewart, A. J. *A New Case for the Liberal Arts.* San Francisco: Jossey-Bass, 1981.